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ABSTRACT

A collection of 26 fact sheets on child care administration produced by the Wisconsin Child Care Improvement Project from 1986 through 1989 is presented. Individual fact sheets concern: national trends, center start-up, family day care start-up, site and facility acquisition, public funding, effective center operation, reporting of child abuse and neglect, development of a media plan, supervision, day care regulations, private funding resources, employer options for supporting working families, elements of quality, child care for ill children, school-age child care, background information to use in writing about child care, liability insurance, family day care taxes, nondiscrimination in staff hiring, organizational skills for family day care, record keeping, promotion of an early childhood program in the community, legal issues, planning for program stability, and budget preparation. (RH)

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WISCONSIN CHILD CARE IMPROVEMENT PROJECT

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#1 NATIONAL TRENDS RELATED TO CHILD CARE

THE FUTURE

Social, economic, political, technological, and geographic or regional trends will affect the way we plan for the future of children and families. For most of us looking at the future the only sure thing is change. Alvin Toffler, an author who has written several books regarding what is ahead, tells us we are in the process of leaving the old industrial age for a new era which will be service oriented and spurred by technology. Toffler calls this period the "Third Wave."

Some of the assumptions about this new age have implications for child care. Here are some of them:

POPULATION

A trend toward slower growth rates, an increase in immigration, a shift toward small communities, an increase in the elderly population, a greater proportional growth of minorities, and a predicted "baby boom" in the 1990's.

HOUSEHOLDS AND FAMILIES

A growing number of households and declining household size, fewer children among all groups, more divorces (but fewer that involve children), an increase in single-parent families, high poverty rates in female-headed households, more births to unmarried women, and more minority children in single-parent homes.

EMPLOYMENT

More women entering the labor force, a smaller number of women filling traditional full-time housekeeping roles, more children with working mothers (including more infants and preschoolers whose mothers are employed), greater proportions of minorities who are unemployed and living below the poverty level, a growth in low-income households, rapid growth in the service sector industries, and more people working at home in "cottage industries."

OTHER ASSUMPTIONS

Crime, including sexual abuse and prison populations, will increase, according to scientists thinking about the future.
Income of middle-class is dwindling and the median family income will continue to decline in constant dollars.
Political power will shift to states with population growth (from the northeast to the southwest in the United States).

WHAT IT MEANS FOR CHILD CARE

The demand for day care—a concept which was once revolutionary—is now accepted as commonplace. In 1985, approximately 53% of all mothers of children under 6 were in the work force. The fact that there will be fewer children in families is somewhat offset by the fact that both the over-35 age group and teen-agers are showing an increase in the number of children they have. Due to the baby boom of the 1950's, there is a large group of young women currently in the childbearing ages. In fact, 80% of all women currently in the workforce are of childbearing age and many of them will have children and continue to work, rather than drop out for several years. Nearly all families will need child care in the future.

In addition to employment, the second greatest change is the growth in single-parent households. Today, one family in seven falls into that category—it is a result of the fact that in the past 25 years the divorce rate has more than doubled and the rate of births to unmarried women has doubled. In single-parent families, the head of household is more than likely to be employed and need child care for young children.

The decline in real income and the growth in the elderly population are two trends which have implications for child care growth, as well. Parents may find it increasingly difficult to afford the cost of child care (which is seldom the true cost, since people who work in child care help subsidize its relative low cost by their low wages). Attracting good child care staff members may be an increasing problem—both because programs cannot afford the better wages, and because some staff may be recruited to care for the elderly.

THE FUTURE

What all the statistics and predictions tell us is that the 1980's are a time of challenge for day care programs. We have the opportunity to shape the direction of a very active "growth industry," with an increasing demand. However, the challenge will be to continue to raise the quality of care offered, attract competent staff, and offer the diversity of programs that parents want at an affordable price. The trends may not be accurate, but it appears that child care is on the verge of its greatest challenge ever.

RESOURCES

1. *What Lies Ahead: A Mid-Decade View*. United Way of American (found at your local United Way, Public Library, or ordered from United Way Strategic Planning Division, 701 North Fairfax Street, Alexandria, VA 22324 ($10.00).
2. "Day Care Demand for Tomorrow: A Look at the Trends," in *Day Care Journal*, Fall, 1982.
3. "Are You Ready for the Boom Years Ahead?," in *Child Care Information Exchange*, November, 1983.
4. Toffler, Alvin. *The Third Wave*. New York: Bantam, 1981.

Fact Sheet #1. Prepared by 4C's of Milwaukee County, 1986.

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#2 DAY CARE CENTER START UP

WHAT THE LAW REQUIRES

The need for day care is great in most areas. You should check with a local referral agency, if one exists, or a planning body to see if need exists in your particular area. Knowing the needs in your community is part of the licensing requirement. You want to start with the firm belief that your program will contribute to the community.

When considering starting a day care center, contact the regional office of the Wisconsin Department of Health and Social Services. The licensing staff at the regional office will be able to make licensing rules available to you (HSS55, Licensing Rules for Group Day Care Centers), as well as other written materials or publications about establishing a day care center (*The Nuts and Bolts Handbook*, 4-C in Dane County, 1986 is a good resource which explains organizational structure and start up). The staff will also supply the necessary forms for licensing when desired and will be able to assist you with the licensing process, and will work with you to arrange any building inspections needed.

ORGANIZATIONAL STRUCTURE

If you do not have an organizational structure in mind you will need to establish one. Some entity must be designated as the legal body that makes the decisions. This may take different forms: unincorporated as a sole proprietorship or partnership; incorporated as a profit or non-profit corporation.

FINANCIAL MANAGEMENT

You will need to establish a budget. A budget is simply an estimate of income and outlay. At this stage of planning you could begin working with a bookkeeper or consultant—someone you intend to maintain a relationship with after you get started. Expenditures may fall into general categories but are best broken down in detail.

Personnel/Labor
Administration
Staff salaries
Substitutes

Occupancy
Rent or mortgage
Utilities
Insurance
Maintenance
Security

Office Operation
Supplies
Equipment purchase
Equipment lease
Postage
Telephone
Printing

Fringe Benefits
FICA
Unemployment compensation
Workman's compensation
Group health, dental, life or disability insurance

Consultant/Professional Fees
Accountant
Legal
Training consultants

Travel and Conference
Staff mileage paid
Conference expenses
a) mileage or airfare
b) fee
c) hotel
d) food

Food

Transportation
Leasing
Purchase
Maintenance
Repairs
Insurance

Other
Dues and memberships
Subscriptions to publications
Program development/training
Parent meetings

As a general rule of measure in doing your budget, about 75% of costs are in personnel, approximately 10% in occupancy, 6-7% food, and the rest in other expenses.

Income may be more difficult to project since it will be largely based on the number of children enrolled. Seldom is a center at full capacity at all times.

Determine what income you expect from: parent fees; fees paid from County Social Service Departments through Block Grant funds; school lunch or U.S.D.A. food program; United Way funds; fundraising or contributions, and grants.

After projecting expenses and income, you can determine a rate. Check with the local County Department of Social Services to get information about the rates being charged in your community. Each county sets a maximum community rate that it will pay for day care based on a local survey. These rates will give you a point of comparison for the rate you establish.

After having established a budget, developed funding sources and determined income, set a fee and arranged a plan of financial management, you are ready to move on.

THE FACILITY

In the search for a facility keep the regulations handbook in hand. If the facility you select does not meet the *Licensing Rules* you will want to know how much it will cost to bring the building up to code. You should check with local authorities to determine any local zoning on health codes you must meet in addition to licensing rules.

Some points to remember:

1. Is the location accessible to families who will be using it?
2. Is there adequate indoor and outdoor space for the children? Is there adequate space for the staff?
3. Is the area substantially free from health or safety hazards?
4. Is there adequate lighting, heating, plumbing, play areas, and storage space?
5. Is there room to expand? Can you conveniently shrink or close rooms?

THE PROGRAM

Elements of programming include the development of a good developmental curriculum, health and nutrition plans which meet legal requirements, and promote good health and nutrition; some defined transportation plans when it is provided, and program plans for special needs children.

Developmental curriculum should be age appropriate and address physical, emotional, social and sensory development. A good reference guide is the "Dane County 4-C Early Childhood Program Standards." Also see the NAEYC *Accreditation Criteria and Procedures.*

Study the programs in already-established good day care centers and attend early childhood conferences to get good program ideas.

PERSONNEL

You will need to have job descriptions, personnel policies and an organization chart before beginning the process of recruiting and hiring staff.

Personnel is the biggest expense item in the budget and the quality of staff is key to the quality of care. Plan accordingly to pay the highest starting wages you can, with adequate annual increments and benefits such as health or pension.

Personnel policies are often developed by a personnel committee of the Board of Directors. Generally they describe all aspects of the employer/employee relationships. Job descriptions define the expectations and responsibilities of staff. The organization chart will clearly show the supervisory relationship of staff—who is responsible to whom.

STARTING

It is not unusual to spend three months to a year in planning a center's start up. Ideal starting dates are early fall or January, but successful programs can begin almost anytime with good planning.

RESOURCES

1. *Nuts and Bolts Handbook:* Prepared by Community Coordinated Child Care, 4-C in Dane County and available from Child Care Information Center, 317 Knutson Dr., Madison, WI 53704, (608) 266-1164.
2. "Dane County Early Childhood Program Standards," 4-C in Dane County, 3200 Monroe Street, Madison, WI 53711, (608) 238-7338.
3. *Accreditation Criteria and Procedures,* National Academy of Early Childhood Programs, NAEYC, 1834 Connecticut Avenue, NW, Washington, D.C. 20009.
4. In addition to the regional licensing offices, inquire at the local library, university, vocational school, or 4-C agency for relevant materials.

Fact Sheet #2. Prepared by 4C's of Milwaukee County, 1986.

FOR MORE INFORMATION CONTACT:

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#3 FAMILY DAY CARE START UP

INTRODUCTION TO FAMILY DAY CARE

Child care is needed in almost every city, town, and village in the country. The demand for care in a person's home (called "family day care") is especially high—for many parents are seeking care for infants or toddlers or for school-age children. Those kinds of care are difficult to locate in child care centers. Thus, we find an unprecedented demand for neighborhood family day care—at a time when fewer people are available for such work, because they are already employed outside the home. If you are considering "staying home" with young children, this Fact Sheet will give you some items to consider: questions to ask yourself, the legal requirements, groups or agencies that can help you, possible income, and next steps.

QUESTIONS TO ASK

Providing care for children in a home setting is a rewarding and demanding profession. As you begin this process, it will be important to ask yourself several questions:

Do I enjoy children and feel good about spending several hours alone with them?
Can I accept children as my major responsibility while they are in my home?
Do I have patience and self control?
Do I have (or can I get) adequate toys and furniture for the children?
Does my home provide plenty of hazard-free space—both indoors and out?
Am I friendly, warm, understanding, and affectionate?

These are some of the qualities and considerations needed before embarking on a family day care career. While it may seem easy in the abstract, it is often very difficult to be alone for long periods of time with very young children. Family day care providers are often without the backup support that caregivers have who work in child care centers.

The most common questions people have about becoming a family day care provider are answered below. They may not cover your entire set of questions, but some resources are listed at the end of this Fact Sheet to help you.

LEGAL CONSIDERATIONS

Under Wisconsin law, any person can provide child care for three or fewer children without following any regulations—unless the children receive public funding. Many people who care for fewer than four children decide that they want to follow regulations anyway, even though the law does not require it: it enables them to be on referral lists so parents will know of their services and it helps them get in touch with resources that help them in their business.

Anyone caring for four or more children under the age of 7 must obtain a license from the Department of Health and Social Services. (See Fact Sheet #9, "Day Care Regulations," for more information about regulations and licensing.) A 40-hour training course and a building inspection are required under these rules.

If any children in your care are receiving public funding under the Social Services Block Grant, your home must meet legal requirements: licensing, certification, or registration. (In most counties, certification is the regulation you would follow if you care for fewer than four children and any are publicly funded.) Certification is normally carried out by the Department of Social Services at the county level and requires a training course and home visit. Registration follows similar standards, but involves more parent monitoring and consumer information. Registration is the regulation for small family day care homes in Dane, Chippewa, and Milwaukee counties.

Understanding that regulations do not guarantee quality is important. Many individuals who are not licensed, registered, or certified offer good care to children. It is essential, however, to know the law—and to help parents understand more about the regulations you follow. The need for care and protection of young children has caused most states to set some type of regulation for family day care.

GETTING STARTED

The hardest part sometimes is that you are often rushed into starting before you're ready! Parents may call you to ask you to take care of their children before you have everything arranged. Be sure to take time to 1) ascertain that there is a need for your business in your community, 2) set up some broad policy guidelines for yourself (hours, days, fees, whether or not parents must bring items such as diapers and food), 3) talk to as many people as you can who offer family day care and find out their concerns, 4) consult with a Resource and Referral group or with a day care center provider or county Social Services staff about the resources available in your community, and 5) plan out—on paper—what the first week will be like.

Many small businesses—and family day care is a legitimate small business—fail within the first year. Experts believe that it is usually a matter of bad planning, and a failure to keep on believing that your service or product is valuable. As you get started in your business, realize that thousands of successful family day care operators offer care every day, and that you are joining the ranks of an important part of the child care system: family day care.

INCOME FROM FAMILY DAY CARE

Family day care providers are self-employed, and are able to set their own rates. The cost of care differs greatly from one neighborhood to another. Weekly costs range from $35 a week to $90 a week throughout the state: the average appears to be about $50 a week.

An annual income from paid employment is easy to determine: it is set up by the hour, the week, or the month. Usually federal and state income taxes are withheld, and the employee has a definable paycheck to take home at the end of the pay period. In family day care, as in many other small businesses, *you* are the employer: you set rates determined somewhat on the "going rate" in your community and what you value your time is worth. You decide whether or not to give a "reduced rate" for a second child in the family or to charge a higher rate for infants. You determine whether parents pay in advance or at the end of the service. All of this is a big responsibility, and you may not have a good idea of the amount of yearly income until you have been established for a little while. It *is* possible for family day care providers to realize about $10,000 per year from their business if they are certified or registered and caring for three children full-time. Licensed providers, who can care for up to 8 children, usually—but not always—make more money. Much of it depends on your style of operation, and your businesslike behavior.

The quality of care you give will depend, in part, on the number of children in your care. Try to achieve a good balance between adequate income for yourself and your family and avoiding taking more children than are allowable or than you can handle.

OTHER BUSINESS CONSIDERATIONS

Family day care providers should consider themselves as professionals in the field of child care. A parent/provider agreement is a good idea to help you and parents avoid possible conflicts. Include in the agreement some of the following:

hours and days of care
fees (and adjustments made for illness or vacations)
meals and snacks and who will provide them
transportation (car seats, if the provider takes the children)

Putting a child in day care is a major decision for most parents. Having an agreement will reflect both your organizational skills and your commitment.

Day care business expenses are frequently tax deductible. Make it a point to understand all of these deductions and how to maximize your resources from your business. (See Fact Sheet #19, "Family Day Care Taxes," in this Series.)

RESOURCES

1. *The Family Day Care Handbook*, 4-C in Dane County, 1981. (Available from the Child Care Information Center, 317 Knutson Drive, Madison, WI 53704; $3.00.)
2. *The Nuts and Bolts Handbook*, 4-C in Dane County, 1986. (Also available from the above address; $2.00.)
3. *Squibb, Betsy. Family Day Care: How to Provide it in Your Home*, Boston: Harvard Common Press, 1980.
4. Family Day Care 481. An independent study course through University of Wisconsin Extensions, 432 North Lake, Madison, WI 53706. This course meets licensing training requirements. Family Day Care A40 meets certification or registration training requirements. (608) 263-2055.
5. The Wisconsin Family Day Care Association, % WECA/AEYC, 3510 Monroe Street, Madison, WI 54711; 4-C in Dane County, 3200 Monroe Street, Madison, WI 54711; and 4C's of Milwaukee County, 2013 West McKinley, Milwaukee, WI 53205 are some of the groups in the state offering resources to family day care providers.

Fact Sheet #3. Prepared by 4-C in Dane County, 1986.

FOR MORE INFORMATION CONTACT:

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#4 SEEKING A FACILITY FOR AN EARLY CHILDHOOD PROGRAM

BACKGROUND

Most child care programs are not located in "ideal" buildings designed for early childhood. Church basements, storefronts, school buildings and renovated houses are frequently-used sites for child care. Here is how one program examined its space needs and made a new choice.

Children's Community School (CCS) has been operating as a non-profit preschool in Mt. Horeb, Wisconsin since 1976. For the past six years CCS has been leasing a beautiful, large house on a year-to-year basis. When the building was put up for sale in May, 1984, a search committee was formed by the CCS Board of Directors to look for new space.

A needs survey was completed by October, 1984 that helped the Board decide to not only *relocate* CCS, but to *expand* at the same time. The options given serious consideration by the Board were:

1. Obtain another long-term lease elsewhere
2. Buy an existing building (and remodel it)
3. Design and build a new facility

LEASING

Leasing a building is a good idea if a long-term lease can be obtained at a reasonable cost. This option requires less financial risk, although a long-term lease could be potentially harmful since it locks the program into a particular site for a number of years. In addition, remodeling costs should be carefully considered. Even the most ideal building usually has some minor modifications that must be made for children to be present. Short-term leases for buildings are perhaps more customary, but the long-term lease affords security.

BUYING AN EXISTING BUILDING

This requires a large financial commitment and may also require remodeling at a potentially high cost. The security of knowing the building is owned by people who are "friendly" to the interests and goals of the early childhood program may override the concern about remodeling costs. Owning a building means the board or operator would be able to sell it if it is no longer needed for child care. Note, however, that non-profit groups must follow incorporation rules that require assets to be distributed to a similar organization if the program dissolves.

BUILDING A NEW FACILITY

This is the most efficient and cost-effective way of ensuring that a building meets the needs of the preschool, but it is also the most expensive at the outset. Besides the advantages of ownership, there are no initial remodeling costs. Building is likely to open up the full range of community locations possible. Building also adds the dimension of long-range planning to the program. For example, a building could be designed as a preschool, but with the option of converting it into a duplex. A very real potential disadvantage to building is the enormous time commitment necessary to design plans and oversee the lengthy construction process.

ZONING

In each of the above options, a community's zoning ordinances need to be considered. The local zoning authority must be contacted for approval. Variances (for example, allowing fewer parking spaces than usual) can be obtained, but may be time consuming and should be avoided unless it is absolutely necessary for the survival of the preschool.

FINANCIAL ASSISTANCE

Financing the construction or buying a building requires the support of many people for most early childhood programs. A major job of a Board of Directors of a non-profit center or an owner/operator would be to enlist the financial commitment of a small number of parents or supporters of the preschool. A general or limited partnership can be formed to buy or build; the partnership can then offer a long-term lease to the preschool.

This is the route CCS took, although it required that the two founders/head teachers also become investors in the general partnership. Local financing may enhance the timeliness of the building or buying project, since community lending institutions (banks) often require less red tape.

It is obvious from the above description that the total time commitment in building a new facility is extensive. Sometimes preschool boards and staff lack expertise for such a project, but they should be willing to ask for "expert" opinions at every stage—from exploring the options and needs assessments to designing plans and securing financing. The satisfaction comes after pushing through seemingly impossible obstacles and seeing a new facility which is able to meet the needs of children and families for many years to come.

FARMER'S HOME ADMINISTRATION (FmHA) COMMUNITY FACILITIES PROGRAM

ELIGIBLE APPLICANT:

- Facility must be located in a town of 20,000 or less in population
- Must be a non-profit organization with either exceptional community support or five years' operating history
- Must certify in writing an inability to obtain financing elsewhere (from commercial lenders at reasonable rates and terms)
- Must sign agreement with FmHA allowing FmHA to determine if refinancing at reasonable rates and terms is deemed appropriate

ELIGIBLE LOAN PURPOSES:

- Construction of a new facility
- Payment of reasonable fees and costs as well as interest during construction, not to exceed two years
- Cost of acquiring land and initial operating expenses, not to exceed one year

INTEREST RATE AND TERMS:

- Subject to change until loan is obligated. Current rate is 9.5% for areas with multiple household income (MHI) of $12,865 and above; 7.25% for MHI of $12,865 and below (Census Data, 1980)
- Usually 25-year promissory note for day care facilities, payable on a monthly basis

SECURITY:

- Real estate mortgage with FmHA as first lienholder; financing statement listing equipment, accounts receivables and general intangibles as security, promissory note.

AMOUNT DOWN:

- The amount equal to one year's loan installment to be deposited at the time of closing in a restricted reserve account

For further information, contact: Wisconsin Child Care Improvement Project, % WECA/AEYC, 3510 Monroe Street, Madison, WI 53711, (608) 231-3090.

RESOURCES

1. Farmers Home Administration Community Facilities Program (see attached description or contact your area Farmer's Home Administration office).
2. Kotin, Lawrence, Robert Crabtree, and William Aikman. *Legal Handbook for Day Care Centers*, 1981. (Available from: U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, Washington, D.C. 20201.)
3. *Nuts and Bolts Handbook*, 1986. (Available from: Child Care Information Center, 317 Knutson Drive, Madison, WI 53704, (608) 266-1164.

Fact Sheet #4. Prepared by Sally Flood, Children's Community Preschool, Mt. Horeb, WI, 1986.

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#5 PUBLIC FUNDING FOR CHILD CARE

INTRODUCTION

Public funding for child care may be difficult to identify in the massive and complex federal, state, and local budgets. Some public funds used for child care may be clearly delineated, while others may be tangential to other publicly-funded programs. In addition, we are living in times of constant and accelerated change, which makes it difficult to find, predict and/or influence public funding.

The recently-passed Gramm-Rudman bill aimed at balancing the federal budget will undoubtedly have its effect on Social Service Block Grants (SSBG)—a source of child care tuition aid for low-income parents. If the legislation is allowed to stand, it will mean severe cuts for all human services, including child care. There is every indication that Wisconsin will be particularly hard hit. "The effect of SSBG cuts in Wisconsin could be more severe, since the state experienced a $340 million shortfall in tax revenues unexpectedly," according to Jack Christian, with the state Division of Policy and Budget.

As parents, providers, advocates, and taxpayers, we need to know about the public resources for child care, recognizing that we cannot always influence the amount or intent of such funding in the ways we want.

PUBLIC FUNDS (DIRECT)

The major source of public child day care funding in Wisconsin is the state Social Service Block Grant (SSBG). These monies combine state and federal dollars and are distributed to counties by an allocation formula worked out by the state Department of Health and Social Services. Funds for day care are "earmarked" at the state level and cannot be spent by counties for any other social services.

Block Grant funds are specified for use by parents seeking work, in training programs or those with crisis or respite needs. Income eligibility criteria apply to the first two categories. The income standard is set annually by the state Department of Health and Social Services (DHSS) and is based on the state median income. It may not be lower than 70% of the state median. The state median income for a family of 4 for 1986 is $25,452 or $2,121 per month.

Eligibility of parents for publicly funded day care is determined at the county level by the Department of Social Services.

Parents may choose a licensed day care center or licensed, certified or registered home for their children except when eligibility is related to crisis or respite care. In that case the county may select the provider.

Under the Block Grant funding, parents may be required to make payments for child care according to a sliding fee scale based on income. Some payment is required when the family income is equal to or greater than 50% of the state median income. Parents who select child care from a provider whose rate is higher than the county's "maximum community rate" will be required to pay the difference in cost. The maximum community rates must be set so that available day care in the county can be purchased at or below that rate.

In 1986 the State has earmarked $11,016,500 for child day care. Milwaukee County receives the largest allocation of the dollars: $5,082,553. Check with your county Department of Social Services or county supervisor to know the exact allocation for your county.

Another federal source of day care funding is to Families with Dependent Children. If a parent is working and receives a partial grant, AFDC child care costs are *not* deducted from the grant. This support is called the AFDC Disregard, and covers costs of $160 for full-time care and $120 for half-time care. A parent whose child care disregard does not cover the cost of care is eligible for a supplement under the Social Service Block Grant Child Care Program at the county level.

Other public funds for parents using child care may be available through specialized programs such as: Job Training Partnership Act (JTPA), Migrant, Refugee, and Teen Parent. To inquire about state funding in these categories, contact the Office for Children, Youth and Families, P.O. Box 7851, Madison, WI 53707.

PUBLIC FUNDS (INDIRECT)

In addition to direct service dollars, public funds help to support child cay care through a variety of indirect programs. Some of these are:

1. Food: United States Department of Agriculture (USDA) Child Care Food Program. This program will provide surplus food (free) for use in day care centers. It also provides reimbursement for nutritious meals served to children. Day care centers must be non-profit with tax-exempt status in order to participate, or have at least 25% of their enrollment be SSBG children. Family day care providers may participate through a local sponsor having non-profit status. Information on these programs may be obtained from the state Department of Public Instruction, Food and Nutrition Services, P.O. Box 7841, Madison, WI 53707, (608) 266-2416.

2. Personnel: Some support for child care centers may be in the form of subsidized staff. Workers may receive salaries from training programs, work study programs at schools and universities, or programs offering summer employment for youth. A good source of information regarding job training funds may be your local County Supervisor or a member of the city governing body. Work study information would be available at your local college or university.
3. Facilities: In some cities urban development funds may be used to improve buildings and/or playgrounds for day care centers. Check with city hall about Community Development Block Grants (CDBG) funds. (See also Fact Sheet #4 in this Child Care Administration Series: "Seeking a Facility for an Early Childhood Program.")

PUBLIC FUNDS (GRANTS)

Federal grants are always announced in the *Federal Register*. The *Register* may be available in your local library or United Way office. Grant announcements will tell you where to get applications and further information.

State grants are increasingly difficult to obtain, in contrast to times in the past when there were almost yearly "start-up" grants. Whenever state grants are, in fact, available, they will inevitably be widely announced through regional offices of the Department of Social Services. If you want to be informed, let your licensing specialist or the Regional office know. State and federal grants usually have a Request for Proposal (RFP) process which is highly publicized.

Sometimes city or county governments may announce local grant programs of a specific kind (for example, arts grants or cultural events grants). These would be announced in your local newspapers possibly as news or in the form of a public notice.

CONCLUSION

Though public funding is difficult to obtain, the mood of optimism still prevails. Many in the child care community still believe that there should be a level of support for this most under-funded educational service—child care. New strategies will have to be developed in the coming years that include public funding from perhaps surprising sources: for example, the 1985 mandate that developers must include space for child care or donate dollars to child care when building new buildings in San Francisco. Municipal funding for child care at the city or town level may need to be created out of tax revenues or community-wide referenda.

Emphasizing that investing in child care through public funding is cost-effective and will prove to have a good return on that investment in the future in important, as public funding sources are constrained.

RESOURCES

1. *Children Don't Wait: The Wisconsin Children's Audit Manual.* (Available from: The Center for Public Representation, 520 University Ave., Madison, WI 53703, (608) 251-4008.)
2. *Federal Programs Affecting Children,* Select Committee on Children, Youth and Families. U.S. Government Printing Office, Washington, D.C. 1984. (Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

Fact Sheet #5. Prepared by 4C's of Milwaukee County, 1986.

FOR MORE INFORMATION CONTACT:

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1245 E. Washington Avenue, Madison, WI 53703

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#6 KEEPING YOUR CHILD CARE CENTER RUNNING SMOOTHLY

In the process of starting or establishing a Child Care Center, the need to meet deadlines, hire staff, secure clients, order supplies and materials as well as equipment, keeps me so busy that the day-to-day tasks of the future are not even considered. When the newness of a program wears off, care must be taken to establish a routine for the everyday running of a center. I would like to give you some areas that need to be considered.

GOALS AND OBJECTIVES

In the process of setting up a new center, some large and necessary goals emerge: securing a building, necessary staff, equipment, a license and meeting building codes. When these have been met it is necessary to look at the everyday goals that must be established and how you will meet these goals. To me, this is a plan. It is the plan of how you will meet a goal you have established. Everything you do is part of that overall plan. If you have established goals and everyone has been a part of the establishing of these goals everyone has the knowledge, but—as so many times happens—staff changes and goals are sometimes lost or forgotten. Therefore, there must be at least a yearly look at the goals and the plan. If a goal is no longer needed it should be dropped. When necessary, new goals should be added. This is a continuous process, but a necessary one. If you do not have goals you will not have a plan based on sound goals and it will become a haphazard plan with no direction. Therefore, establish goals and develop a plan based on these goals.

COMMUNICATION

Although this is often taken for granted, it is important to consider *all* kinds of communication and how each relates to the other.

Early on, it should be recognized that communication must be both ways. If only one person is communicating ideas and concerns and the person receiving the ideas does not respond, communication is minimal at best. Although communication flowing back does not have to be immediate, it must come. There are several important areas of communication within a center:

Communicating—Administrator to Staff

When a staff has more than just two or three members, it is important to have a regular established pattern of communication. Let me give you some examples:

1. Weekly or bi-weekly staff meeting
2. Written news notes or information sheets on what is going on or needed
3. Staff handbook covering center policies and staff policies
4. Staff evaluation on an established timetable. This evaluation could be developed by *all* staff and not just administrators. It would not be as threatening that way
5. If there is more than one center in your operation, have weekly meetings within each center to help iron out problems or give support to that center's activities

Communicating—Staff to Staff

1. Daily, schedule a 15-minute overlap so that one staff member can communicate to another what has gone on that day
2. Have a notebook in which you can quickly write down information that needs to be given to incoming staff or parents
3. Have a time each week when teachers and aides can talk over how things are going and plan for the future
4. Keep a written progress report on each child so you can communicate changes to administrators or parents

Communicating—Staff to Parent

All parents want to know what their children are doing, how they are growing and what they have accomplished. Here are a few ways to let them know:

1. A monthly newsletter
2. A special section in that newsletter about each classroom or center
3. A daily note that tells the parent what kind of day his/her child has had
4. Two or three times a year—a progress report
5. Flyers sent home in lunch boxes or school bags
6. If an emergency arises, always make a phone call
7. Give necessary information daily to the parents when they come and pick up their child

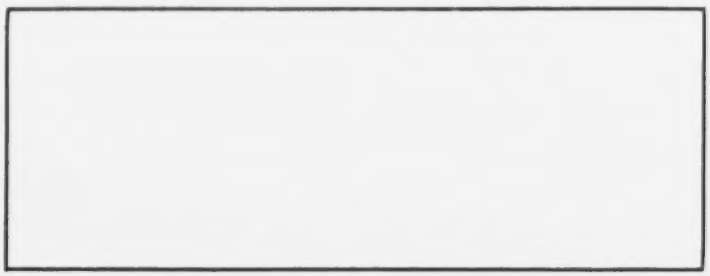
If communication is successful and if everyone works on it, the center will run more smoothly. Everyone will know what is expected of them, what they are doing, and where they are going.

RESOURCES

1. "Make Communications a Two-Way Street," in *Child Care Information Exchange*, November 1980.
2. "A Practical Approach to Resolving Inter-Staff Conflict," in *Child Care Information Exchange*, July/August 1982.
3. Hewes, Dorothy and Hartman, Barbara. *Early Childhood Education: A Workbook for Administrators*. 1972.

Fact Sheet #6. Prepared by Betty Cleworth, B & J Preschools, Wisconsin Rapids, WI 1986.

FOR MORE INFORMATION CONTACT:



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#7 REPORTING CHILD ABUSE AND NEGLECT

ABUSE AND NEGLECT IS EVERYONE'S PROBLEM

The first case of child abuse to be brought to trial in this country was the case of Mary Ellen, in 1875. Though she had been mistreated all her life, there were then no laws to protect such children, and the parents had to be brought to trial under the Prevention of Cruelty to Animals Act. This case helped begin a nationwide movement to form organizations and write laws to help protect children from child abuse.

Since that time, we have developed laws, procedures, and many resource materials to help parents and teachers understand the causes and treatment of child abuse and neglect. It is still a major problem in American society—one which affects thousands of children yearly. It is everyone's problem.

There are no easy statements about people who abuse or neglect children: they come from all income levels, all ethnic backgrounds, and all ages, and are both men and women. Much abuse goes unreported, though the strengthening of state laws and support for families in trouble has made reporting easier.

Child care programs are in the forefront of this effort to assist families who have harmed their children. Throughout the state, many counties use local day care centers or family day care homes as appropriate placements for children who have been abused. This fact sheet is intended to let providers know more about the Wisconsin child abuse and neglect laws, and some of the signs of abuse or neglect of which you should be aware. The decision to report is a serious one, and good professional judgment will be needed in interpreting the signs of abuse or neglect. The law is clear about who is required to report. Providers will need training and continual upgrading of skills in order to work with families who mistreat their children.

THE LAW

What constitutes abuse and neglect? Here are some definitions:

> **Child abuse** is "any physical injury inflicted on a child by other than accidental means, sexual intercourse, sexual contact under S940.225, or exploitation, or allowing or encouraging a child to engage in prostitution."
>
> **Neglect** is defined as when a child's parent or guardian "refuses or is unable for reasons, other than poverty, to provide the necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child."
>
> **Emotional damage** is defined as "harm to a child's psychological or intellectual functioning which is exhibited by severe anxiety, depression or aggression, and is caused by the child's parent, guardian, legal custodian and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm."

REPORTING

The State of Wisconsin requires professionals who work with children to report suspected abuse or neglect and threatened harm. Those who willingly fail to report may be fined up to $1,000 or imprisoned for up to 6 months or both. The list of persons required to report includes "child care workers in any day care center or child caring institution."

Anyone may report suspected abuse or neglect. Those who report "in good faith" are immune from civil or criminal liability.

POLICIES

Day care policies should address identification of abuse and neglect, training for staff, and reporting. Policies might include: the kinds of abuse and neglect that require reporting; a list of mandated reporters in the center; the process for documenting observations; a confidentiality statement for persons required to report; the name, address and phone number of agencies to which the report must be made; description of the expected process after a report is made and what the center will do in the event a mandated reporter fails to make a report.

Child care programs should make parents aware of the center's responsibility to report abuse and neglect and give some description to parents of what the signs are that staff look for as indicators. Ongoing communication and good relationships with parents will be critical, should there ever be a case of parental abuse or neglect in the program.

WHAT TO LOOK FOR

One of the signs listed below, or even several in combination, may not indicate that abuse or neglect has occurred. They may indicate accidents or that other medical conditions, emotional illness, or problems exist. If a number of these signs occur together or if they reoccur frequently, child abuse and neglect may be suspected:

Signs of physical abuse

- Bruises, welts on face, neck, chest, back
- Injuries in the shape of object (belt, cord)
- Unexplained burns on palms, soles, back
- Fractures that do not fit the story of the injury
- Delay in seeking medical help
- Extremes in behavior: very aggressive or withdrawn and shy
- Child is fearful of adults

Signs of neglect

- Poor hygiene, odor
- Inappropriately dressed for weather
- Needs medical or dental care, glasses or hearing aid
- Left alone, unsupervised for long periods
- Failure to thrive, malnutrition
- Constant hunger, begs or steals food
- Extreme willingness to please
- Frequent absence from school
- Arrives early and stays late at school or play area

Signs of sexual abuse

- Pain, swelling or itching in genital areas
- Bruises, bleeding, discharge in genital areas
- Difficulty walking or sitting, frequent urination, pain
- Stained or bloody underclothing
- Venereal disease
- Refusal to take part in exercises
- Poor peer relationships
- Unusual interest in sex for the child's age
- For older children: drastic change in school achievement, being runaway or delinquent, showing regressive or childlike behavior

Signs of emotional abuse

- Low self-esteem
- Self-denigration
- Severe depression
- Aggression
- Withdrawal
- Severe anxiety
- Failure to learn

RESOURCES

1. *Beginnings*, Volume 2, Number 3, Fall 1985, "Abuse and Neglect."
2. Broadhurse, Diane; Margaret Edmunds and Robert MacDriken. *Early Childhood Programs and the Prevention and Treatment of Child Abuse and Neglect*. Order from National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, D.C. 20013 ($8.40).

National Resources:

1. National Committee for the Prevention of Child Abuse, 322 S. Michigan Ave., Suite 1250, Chicago, IL 60604-4357, (312) 663-3500.
2. *Crisis Counselling/Parental Stress National Hotline*, (800) 422-4453. This line offers crisis counselling and information on where and how to report abuse and neglect in each state. This line is also the National Hotline for Parents United and Parents Anonymous.

State Resources:

1. Division of Community Services Publications Dept., Atten: Allan Willoughby, Room 510, 1 W Wilson Street, P.O. Box 7851, Madison, WI 53702.
2. Wisconsin Committee for Prevention and Treatment of Child Abuse and Neglect, 1045 E. Dayton St., Madison, WI 53703, (608) 256-3374.
3. The Children's Trust Fund, 318 Tenney Bldg., 110 E. Main St., Madison, WI 53703, (608) 266-6871.

To report abuse or neglect: Contact the County Social Services Department, the County Sheriff's Department, or the local Police Department.

Fact Sheet #7. Prepared by 4C's of Milwaukee County, 1986. (With contributions from the Office for Children, Youth and Families, Division of Community Services, Wisconsin Department of Health and Social Services, Reporting Child Abuse and Neglect.)

FOR MORE INFORMATION CONTACT:

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#8 DEVELOPING A MEDIA PLAN FOR CHILD CARE

BE A CHILD CARE SALESPERSON

The experts advise that you "get as much publicity from as many places as many times as is humanly possible!!!" What's the difference between publicity and advertising? Advertising is paid for; publicity is free. For child care providers, those are important distinctions.

In order to use publicity for the benefit of your program, you need to prepare. You'll need a plan for obtaining the publicity; you'll need to be ready to respond quickly—to get it out right away; and you'll want to think ahead about a media event to generate lots of positive publicity!

DEVELOP A MEDIA PLAN

Step One: Study the Market. Watch, listen, read (with a scissors ready to clip articles), the local television, the radio, the newspapers (don't forget the shopper or buyer's guides). What kinds of formats do you notice the most; where does your publicity on child care fit in? Would it be good for the morning radio talk show that parents might listen to on their way to work? Would information on school age child care programming be best in the late spring when parents are worrying about what to do this summer? What pages of the newspaper, feature articles, family living section, would best suit your story? Where and when are parents of potential children for your program listening, watching, reading?

Step Two: Develop a Comprehensive Media Contact List. What are the media sources in your area? Make a list of the names of the contact persons for each of those media sources. Think about: posters at a shopping mall or local grocery store or laundromat; newspapers; radio stations (which ones appeal to parents of young children); TV stations; shopper flyers. Which radio broadcaster handles the Talk Show in which you are interested? Who is the editor of the section of the newspaper you feel applies to child care stories the most?

Develop a list of the names to contact and the show or section of the paper that applies to them. Use the Media Plan in this Fact Sheet to help you.

Step Three: Develop an Educational Concept/Idea/Pitch. Keep hitting all the angles at all times in all places. Don't miss a possible spot to put in some good publicity for your program. Are you taking a trip to the local nursing home to play games between the residents and the children in your program? Are you hosting an open house for everyone in your community? Did you just hire a new staff person who has some good qualifications? Have you added an extra space onto your home for child care to expand? Did the local Rotary Club help you purchase the services of a creative drama teacher for a few afternoons a week? Are you taking a field trip? Do you take the children from your family day care to the local library story hour or restaurant for a lunch date? Are you visiting any local businesses that would be pleased to also gain some publicity? Is a dentist or hygienist coming to your center or home to share dental health information with the children? Humanize the child care center by highlighting interesting child care providers who have something to say about child care. Their actions and procedures used in providing child care could be an attention getting focus.

Think of something that the audience of the newspaper or radio or TV or shopping mall would stop to see or look at or hear. You need to sell your idea to the media contact people.

Step Four: Make Your Plan. Spell out the details of the media plan for your program. Involve parents, your colleagues, or your family in helping you generate great ideas and realistic time lines for your program. If you work in an early childhood center program or are a non-profit agency with a Board, ask them to help you. Assign tasks to willing volunteers to insure that the greatest coverage can occur.

If it is within your budget or your priorities, you may wish to go to a publicity agency to help you get started. You may ask them to bill you for reviewing your plan or contract with them to help you develop a plan for one year. Many of them will work on a consulting basis.

Step Five: Implement the Plan. There are several substeps for this task. You first need to make contact; next you'll need to design your presentation; and finally you'll need to evaluate the media coverage.

Send a query letter to the editor or announcer and try to catch their interest in your idea. Describe what you have in mind and note that you will contact them by telephone or in person to discuss the idea further. Do telephone or make an appointment to visit with them. If you're in a large city, it may be difficult to catch them. Persist. Often they really ARE busy; they're not always trying to put you off. Keep calling back until you make contact. When you do make contact know what you want and suggest it to the media person. Once they have responded to your request (written a story or publicized your event), be sure to thank them.

Step Six: Keep Good Records. You might keep an index card file of media events that were implemented, or simply use your media plan form to record results. By keeping good records, you'll be able to predict what will work again and what ideas to avoid. If you're in a center program, you will leave a good trail for anyone who should someday take your place. Most importantly, you'll save yourself some work the next time you plan a publicity event!

PLAN A MAJOR MEDIA EVENT

To really catch a blitz of media attention, plan something big—really big. Plan ahead—maybe a year in advance. Use all of your media contacts. Try to get printed words, spoken words and televised action! Use the same media plan idea, but this time focus on the one major event. If you work with a group of people, you'll all have tasks assigned; if you work by yourself, a tight time line will be essential. Here are a few ideas you might try for media events:

1. Welcome the community to a child care open house
2. Develop a local directory of child care providers
3. Plan to host a children's event (visit from Santa Claus or a children's concert)
4. Announce the opening or expansion of a child care center/family day care home

Finally, think of all the ways you can to become visibly active in publicizing good child care. Join the Chamber of Commerce or any local small businesspersons groups. Gain their support and encouragement for enhancing or expanding the local economy. Invite your local legislator or community leaders for the ribbon cutting of an open house or new center. Get picture coverage of the remodeling or building progress. Don't miss a single twist!

RESOURCES

1. Journalism A55, Publicity Techniques. An independent study course. Contact: University of Wisconsin-Extension, 432 North Lake Street, Madison, WI 53706.
2. Stephens, Karen. Courting the media with special events. "Child Care Information Exchange." January 1985, pp. 30-35.
3. "Managing the Media Maze: A Resource Guide for Child Advocates," Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705.
4. *The Media Book: Making the Media Work For Your Grassroots Group.* Committee to Defend Reproductive Rights, 1638 B Haight Street, San Francisco, CA 94117.
5. Child Care Information Kit, CCIR/ISSUES, 809 Lincoln Way, San Francisco, CA 94122.

Fact Sheet #8. Prepared by Wendy Hinrichs Sanders, with materials from Joan Collins, 1986.

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#9 SUPERVISION

AN OVERVIEW

There are many aspects to effective supervision. The *orientation* is the first opportunity after hiring to get started on the right foot. It is the perfect opportunity to avoid future headaches.

A warm welcome heads the list, followed by a written job description. Background on the agency and various center policies should all be part of the orientation packet. The key, however, to a successful process is ongoing feedback.

One of the most important roles played by a supervisor is that of Staff Developer—getting the very best performance possible from employees. Feedback is vital for staff growth. It should be an ongoing process. The biggest mistake a supervisor can make is to save up for the formal evaluation. Feedback, both positive and corrective, is most effective when tied to the immediate situation.

THE FORMAL EVALUATION

Evaluation is a tool to improve and acknowledge performance. The key often is not so much the tool, but the user. The formal evaluation tool:

- should contain no surprises
- should be viewed as an opportunity to improve performance
- should include staff involvement in the evaluation design where possible
- should allow for self-evaluation
- should involve a growth plan (the next step)
- should be tied to the employee's job description

AN EXAMPLE OF A FORMAL EVALUATION INSTRUMENT

NAME OF PERSON EVALUATED:_____DATE: _____EVALUATED BY:_____

	DOES NOT MEET REQRMTS	NEEDS IMPROVE-MENT	MEETS JOB REQRMTS	EXCEEDS JOB REQRMTS	FAR EXCEEDS REQRMTS
1. Skills in Growth & Development					
2. Contribution to Team					
3. Implementation of High/Scope (or other curriculum model)					
4. Communication Skills					
5. Contribution to Program					
6. Self-Improvement					
7. Provides Organization of Environment					
8. Follows through on Assignments					
9. Provides Supervision					
*10. Motivational Skills					
*11. Delegation Skills					
*12. Organizational Skills					
*13. Problem Solving					
*14. Decision Making					
*15. Staff Development					

*Applies to Lead and Assistant Lead Teachers

Instructions: 1. Check most appropriate box for each category.
2. Add any additional comments on reverse side.
3. Use as a discussion tool in the formal evaluation.

INFORMAL EVALUATION

Sometimes it is good to sit back and think about your employees in terms that are slightly exaggerated, but that may give you a picture of their performance. Here's one way a supervisor has described the employees at her center.

Degree of Performance

1. **Highly Heroic**
   - Receives applause when he or she walks by
   - Knows and performs like "radar"
   - Does the job your way—or better
   - Does today's job yesterday
2. **Mildly Heroic**
   - Gives high energy contribution
   - Does some of the job his way
3. **Salt of the Earth**
   - Adds something
   - Melts the ice
4. **Survivor**
   - Keeps his or her job
   - Provides meat and potatoes required
   - Does today's job today
5. **Soon Gone**
   - Uses inadequate energy
   - Lacks sustained effort
   - Does yesterday's job today

This informal assessment can be used to assess your own attitude toward an employee. Having fair and adequate personnel policies is, of course, extremely important. These informal thoughts about employees must not be used to deny work, upgrade an employee, or set merit raises since they are purely subjective.

RESOURCES

1. Weinstein, Marlene and Allen, Joe, "Orienting Staff Right from the Beginning," *Child Care Information Exchange*, March, 1985.
2. Lloyd, Sam. R., "Managing Would Be Easy If ...," *Child Care Information Exchange*, May, 1985.

Fact Sheet #9. Prepared by Mary Van Den Heuvel, Green Bay Day Nursery, 1986.

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#10 DAY CARE REGULATIONS

INTRODUCTION

Day care regulations are intended to protect children from risk when they are in out-of-home care. Many people hold the mistaken notion that day care regulations are for the purpose of assuring quality care to children. Rather, the regulations indicate the basic minimum level of protection which must be present when children are in child care. In addition, the regulations do several other things: they **teach** day care providers about some important elements in child care, they **inform** parents about what child care can offer, and they provide a way for the state to **close down** bad day care. Many day care operators go well beyond the minimum requirements.

Every state finds it necessary to regulate day care, but there is little agreement concerning numbers of children, whether or not to count the provider's own children, training requirements, or even the appropriate amount of square footage. Each state has established its own "floor" of protection for children, partly based on its own experience with risks to children who have been in day care. The day care regulations in any state **should** pass the test of being measurable, clear and understandable to a reasonable person, and feasible to implement.

There are several words used in connection with regulating day care: **licensing, certification, registration,** and **approval** are the most common types of day care regulations. The state usually sets the basic minimum regulation at some level that most of the citizens of the state agree with; this does not mean that the regulations should stand forever without undergoing change. Both the type of regulation and what the day care requirements contain are often controversial.

GROUP DAY CARE CENTERS: LICENSED BY THE STATE

In Wisconsin, those who provide child care for compensation (that is, money or other barter or exchange) for four or more children under the age of 7 unrelated to the provider are required to obtain a license. There are exceptions to the rule: when care is "occasional," or if the parents are on the premises (such as in a health club), or if the operation is part of a school with elementary grades there is no requirement to be licensed. Care in the child's home is not regulated.

Licensing is the responsibility of the Wisconsin Department of Health and Social Services, Division of Community Services, and is carried out by regional staff in the six regions of the state. The "Rules for Licensing Group Day Care Centers" book may be obtained from any regional licensing office (see the listing at the end of this Fact Sheet).

Group day care centers are those serving 9 or more children. The average size center is around 50, but centers range in size from under 20 children to over 200. The same rules apply to centers that are open part of the day (such as preschools or nursery schools or Head Start) and those that are open full-day. All are licensed as "day care centers."

Rules for day care centers are grouped in the following categories:

- Organization and Administration
- Personnel Responsibilities and Qualifications
- Physical Plant and Furnishings
- Program
- Infant and Toddler Care
- Night Care
- Supplemental Care for School-Age Children

Meeting the rules means that a licensed center will have: general liability insurance; written policies concerning the operation, including fees, staffing, health, discipline, and training; staff members that are at least 18 years old with appropriate training; fire prevention and sanitation standards; 35 square feet per child of usuable floor space; storage spaces for clothing and personal belongings of each child; and adequate indoor and outdoor equipment. The center will provide for rest periods when sessions last more than 4 hours, meals and snacks, and appropriate activities for the children, plus have a procedure for emergencies.

If you are just beginning to operate a day care center, the long list of rules can seem overwhelming at first. The Rules contain an index of all the items to be covered. Make yourself a checklist of items you need to take care of, in a reasonable order. For instance, you will need to assure yourself that the building or facility you purchase, lease, or buy is indeed "licensable"—that it has the allowable number of exits and adequate space. Before you hire staff, know the rules for each staff person's training. Especially pay attention to how you will begin to enroll children and still maintain the legal ratios of staff to children.

The maximum group size and minimum number of child care staff in group day care centers are as follows:

Age of Children	Staff:Children	Maximum Group Size
Birth to 2 years	1:4	8
2 years to 2½ years	1:6	12
2½ years to 3 years	1:8	16
3 years to 4 years	1:10	20
4 years to 5 years	1:13	24
5 years to 6 years	1:17	32
6 years and over	1:18	32

Mixed ages of children in a center are allowed, and the ratios are adjusted according to the youngest ages served. Special rules apply to infant/toddler care, night care and school-age child care.

Training requirements for day care center staff are based, again, on minimums—not what many people in child care feel is adequate. A person serving as a teaching assistant (or aide) is required to have at least 40 clock hours of training, such as a course at a Vocational/Technical School. One who is to be a teacher in a day care center must have at least 80 hours of training in child care/child development, plus experience. Both need to have 15 hours of on-going (or continuing) education every year. In addition, day care centers must offer at least a two-hour in-service training once a month for each month of the program.

This is meant to be brief a introduction to day care regulations and is not at all comprehensive. Call your state licensing specialist (see the attached listing) for more detail.

FAMILY DAY CARE: LICENSED BY THE STATE/CERTIFIED BY THE COUNTY

The same basic Wisconsin law applies for people who care for children in the provider's home: if four or more children unrelated to the provider are in care, the individual must be licensed. The maximum number of children in care at any one time is eight. Licensed family day care must meet rules in another book: "Licensing Rules for Family Day Care Centers."

Licensed family day care centers must have 40 clock hours of training in child care/child development and must have 15 hours of continuing education every year. The maximum number of children that any one licensed provider may care for is specified in the following table:

Children under 2	2-6 years	Max. # in Group	+ School-Age
0	8	8	0
1	7	8	0
2	5	7	1
3	2	5	3
4	0	4	2

In addition to licensing, family day care may be regulated for funding by certification and/or registration at the county level. Certified or registered providers are not required to be licensed and generally have fewer children than licensed providers.

The authority to certify is granted to the county Department of Social Services. The state has defined a set of certification standards that are to be enforced statewide.

The procedures for certification include a home visit by the county certification staff, filling out the standards checklist, and vertification of good health, as well as completion of a family day care training class. The standards require the provider to know about age-appropriate activities and to be able to plan for a day in family day care.

Registration is another form of family day care regulation and is also used to purchase care for subsidized children. Counties certify or register homes for the purpose of purchasing care through Social Services Block Grant Funds.

If you are confused by the language of regulation, think of a "floor" and a "ceiling." There are several levels of regulations:

ceiling of quality

CREDENTIAL

CERTIFY OR REGISTER
for purchasing care

LICENSE

minimum floor of protection

Now, more than ever, child care regulations are needed that will protect as many children as possible. Understanding that regulations are a form of consumer protection helps do away with confusion about the purpose of regulations.

Many, many providers far exceed the regulatory minimums, but they are still basic minimums—and being licensed is not a guarantee of high quality child care. It takes a great deal of cooperation between those being licensed or regulated in some way and those doing the regulating. The children in child care should benefit the most from having sound, effective regulations.

RESOURCES

Department of Health and Social Services Regional Offices are as follows:

Eastern Region (Green Bay), 200 N. Jefferson, Suite 411, Green Bay, WI 54301, telephone: 414-497-4226.

Milwaukee Region, 819 N. 6th St., 6th Floor, Milwaukee, WI 53203, telephone: 414-224-4501.

Northern Region (Rhinelander), 1853 N. Stevens, P.O. Box 697, Rhinelander, WI 54501, telephone: 715-362-7800.

Southeastern Region (Waukesha), 141 NW Barstow Street, Room 209, P.O. Box 1258, Waukesha, WI 53187-1258, telephone: 414-521-5100.

Southern Region (Madison), 3601 Memorial Drive, Madison, WI 53704, telephone: 608-249-0441.

Western Region (Eau Claire), 718 W. Clairemont Ave., P.O. Box 228, Eau Claire, WI 54701, telephone: 715-836-2174.

Fact Sheet #10. Prepared by 4C's of Milwaukee County, 2014 W. McKinley Ave., Milwaukee, WI 53205, (414) 933-5999.

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#11 CHILD CARE FUNDING: PRIVATE RESOURCES

PUBLIC/PRIVATE: WHAT'S THE DIFFERENCE??

Day care can be offered under many different kinds of sponsorships—from churches and cooperatives to proprietary chains and non-profit community-based groups. Approximately half of the centers in the nation are incorporated "non-profit." The rest are unincorporated or organized "for-profit." Almost all family day care is operated by private individuals who are not connected to any larger incorporated group.

This variety among child care sponsors is a mixed blessing. On the one hand, it allows for maximum choices for parents; on the other hand, there is no consistent pattern of funding. Each type of operation has its limits on obtaining funds: non-profit groups generally have an edge in applying for public funds while "for-profit" groups have the freedom to put private resources into the business without community oversight.

Both sponsors of child care pay payroll taxes; non-profits may be approved to be exempt from sales tax if they are a 501(c)(3) organization. All kinds of sponsors need money to help them operate: about 75% of a day care center's budget goes for staff. The expenses of operating a child care program are heavy, and most programs need more money than they currently have. This brings us to obtaining funds—primarily from private sources.

FUNDING: WHERE IS IT AVAILABLE??

Public funding falls into three categories. There is some direct support for tuition aid for parents (however, only about 15% of parents receive any assistance) and a limited amount of indirect funding for programs (such as the Child Care Food Program). On occasion state "start-up" grants are made available to help begin or improve child care. Mostly, however, funding for child care is a private matter—despite efforts over the last 20 years to get government more involved in supporting day care financially. (See Fact Sheet #5, "Public Funding for Child Care," for more information.)

Private sources of funds for child care are also limited. They primarily fall into the categories of 1) fees and other costs charged to parents, 2) fundraising and contributions, and 3) employer or business support. Each type of funding has some problem associated with it, however. Fees must be set at a rate which does not drive parents away. Fundraising usually has to be for a well-defined purpose, rather than operating expenses. And employer support for child care is usually difficult to obtain. Let's consider all three of the categories.

FEES AND OTHER CHARGES

There are some "hidden factors" in day care budgets which should be examined as you begin to think about getting private funds for child care. Some of these are:

Registration Fees. (Do you charge a one-time fee that is non-refundable to parents? Do you charge a fee to put a child's name on a waiting list? Is the registration fee applied to the tuition bill? Is the registration fee charged by the child or by the family?)

Example: If a program charges a $20 non-refundable registratoin fee on a per child basis, this could generate $500 in additional income if the center normally enrolls 25 new children per year. (Note: income from a non-refundable registration fee must be balanced with the possibility that the fee will deter enrollments.)

Second Child Discounts. (When a parent enrolls more than one child in the center, is full tuition charged for each child or is there a reduced rate? Does the reduced tuition apply only to the second child in a family? How much is the discount?)

Example: The range of discounts in child care programs in one county is from 5%-55% of the standard tuition; the average is about 25%. If the program's loss is $15 per week on four "second child" discounts, the annual effect would be a loss of $3,120 in income. (Note: the loss of tuition income must be balanced with the desire to offer a service to hard-pressed families and a boost in enrollment.)

Late Pick-up of Children. (When a parent is late picking up a child, is a late fee charged? How often is the policy in effect—the first time, or only after repeated late pick-ups? How much should the parents be charged?)

Example: If one staff member has to stay overtime 2 hours every week due to late pick-ups and the wage for that employee is $5.00/hour, the annual cost to the program is $520. (Note: in deciding whether or not to charge a late fee, the inconvenience to the staff, stress for the child, and the cost to the program must be considered.) Family day care providers frequently charge a late fee so that parents will not interrupt time with the provider's own family in the evenings.

These are three examples of fee or other policies which can have positive or negative effects on your budget. You should carefully think about these policies as sources of funding or sources of further loss in income. There may be several places in the budget to get increased revenue, without having to resort to traditional outside sources.

FUNDRAISING/CONTRIBUTIONS

Most child care programs spend some time considering whether or not to do a "fundraiser." Sometimes you will enter into such a venture not so much for the total amount of money you can make, but because of the public relations value of the activity. For example, most "bake sales" don't raise much money—on the average about $100—and considerable effort goes into baking the items for sale. However, a program could decide that the PR value of having parents visibly active in selling items on Election Day is well worth the low amount of money raised. Here are several things to keep in mind about fundraisers:

1. You should know *why* you want to raise the money.
2. You should know *how much* you need to raise.
3. You should estimate *how many hours* it will take to do the activity and consider if it is worth it to your organization.
4. You should think twice about a fundraiser you only do one time—after you've gone to the effort of learning how to do a Pancake Breakfast, maybe you should do it the next year, too!
5. You should have fun doing it—the parents and teachers who volunteer should be able to enjoy doing so.

Lists of possible fundraisers abound (see the *Child Care Information Exchange* for many good ideas of successful bazaars, carnivals, dinners, fairs, or sales that have profited day care). Above all, it is important to publicize the event or fundraising activity very aggressively, so that it will be successful. And, don't forget to thank contributors! Tell them about the new playground items you were able to buy because of their support.

Contributions are those financial supports you receive or solicit which are not necessarily dependent on some special fundraiser. Sometimes past parents in the program are a good source for an annual "contributor's letter," particularly if they see a real value in your program or family day care operation that goes beyond meeting their family's needs. It is important to clarify what the contribution will be used for: ongoing support, a special project, etc.

BUSINESS SUPPORT

Employer-supported child care is in a new stage of development. Employers no longer believe that on-site centers are the only appropriate contribution from business. They now understand that many different options are possible. Here are some of the concrete ways day care providers can work with businesses:

Discounts/Donations. Most communities have businesses that are "tuned in" to the needs of child care: they often give discounts for buying supplies or groceries, they contribute paint or building supplies, and help programs in small and large ways. You may feel shy about asking for a contribution from a local business for your program. Consider keeping track of business purchases from a local store for several months, and then asking for a donation based on a percentage of all those purchases during the year.

Voucher Program for Employees. Day care centers and business can work together by having a voucher to employees of a company. The voucher means that the employer pays a portion of the day care directly to the center; in return, you give the parent a reduced rate. Voucher benefits are tax-deductible for the employer. Parents receive a short-term benefit (reduced out-of-pocket expenses for child care); the employees, however, must declare the value of the voucher in the total gross income for federal taxes.

This option of paying a portion of the child care costs for employees is less expensive by far than an on-site center, does not require much management responsibility, and certainly protects the company from liability—for the parents are selecting their own care.

Centers, Family Day Care Systems, and Vendor Programs. Most employers go through a very lengthy process before deciding which, if any, employee child care benefit they will offer. Some day care centers and family day care home systems have been asked by business to run a child care program. It usually does not work the other way—for the day care operator to approach businesses with an offer to operate day care. Each business has its own idea of what they're looking for, and you may easily "turn off" a local business if you try to badger them into letting *you* be the vendor.

In some cases, companies decide they do want an outside group to operate a center or family day care system for that group of employees. Then a request goes out to the day care community to, in effect, "bid" on doing the job for an employer. Many companies who want to run an on-site center don't want the responsibility of having the operator be a company employee, so turn to outside groups to run the center. You should prepare a careful description of your existing program(s), your program philosophy, and—above all—of your financial capability to operate another program. When you enter into a contract with an employer, use legal advice to help clarify the expectations of each party.

Benefits. Companies wonder about the actual benefit of offering any sort of child care support: vouchers, having a local day care operator run a center or family day care system, operating one themselves, or buying child care referral services from a local Resource and Referral agency, such as a 4-C. Child care professionals ought to be as knowledgeable as possible about these presumed benefits. Job performance, tardiness, absenteeism, high turnover, and job satisfaction are related to child care. We should be careful not to "promise" too much from child care: it is not the only answer to absenteeism. But having the employer pay some attention to child care needs of employees does improve relations in the company, and may turn out to be one of the best benefits ever given.

RESOURCES

1. *Nuts and Bolts Handbook*, 4-C in Dane County, 1986. (Available from the Child Care Information Center, 317 Knutson Drive, Madison, WI 53704.)
2. "Director's Survival Kit: Raising Funds," in Child Care Information Exchange, pp. 17-24, March, 1981.
3. "Child Care Centers Sponsored by Employers and Labor Unions," U.W. Department of Labor, Women's Bureau, 1980.

Fact Sheet #11. Prepared by 4-C in Dane County, 1986.

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#12 EMPLOYER OPTIONS TO SUPPORT WORKING FAMILIES

INTRODUCTION

According to Dana Friedman, senior research fellow of the World and Family Information Center of the Conference Board, about 2,000 employers in the United States offer some form of child care assistance. Between 60 and 80 percent of those employers believe the programs increase productivity and reduce absenteeism, turnover, and stress. "The clear corporate preference is to help workers buy into the existing system through information, discounts, vouchers, and flexible benefits," said Friedman at a recent press conference.

On-site or near-site child care facilities are offered by about 120 companies and 400 hospitals. Approximately 300 companies tell their employees how to get child care information and consultation from one of the 200 Resource and Referral agencies in the nation. About 500 companies offer flexible spending accounts that include dependent care as an option. Twenty-five firms provide vouchers, direct reimbursement, or subsidies to employees. Still fewer offer sick child care or family day care systems. It is apparent that, though employer support to child care is being widely talked about, it is not yet a landslide movement. (See Fact Sheet #11: "Child Care Funding: Private Sources" for more information).

CHILD CARE AND THE WORKPLACE

Child care matters to the workplace. According to Work/Family Directions at Wheelock College in Boston, there are several dimensions to labor force and family change (used with permission):

The labor force is changing.

Women entering the labor force account for 60% of labor force growth for the last three decades.

Among married mothers aged 25-34, labor force participation increased from 36% in 1970 to 52% in 1982.

More than half of all mothers of children aged two and older are now in the labor force.

By 1990, 64% of mothers will be working. 10.4 million children under age six will be in homes in which all parents work.

Families are changing.

Deferring the birth of a child until the mother is in her 30's is 33 percent more common today than in the 1960's.

4.3 million children under 13 live with a single parent.

Of all families, only 11% follow the pattern of two parents, with one working and one at home.

Child care is the fourth largest household expense, after rent, food, and taxes.

These changes affect the workplace.

Parents with unstable child care arrangements have unstable work experience. They must take leaves to find other arrangements.

Anxiety over child care arrangements affects parents' work.

Dual-earner families may find employee benefits duplicate one another.

Sick children create further problems to work attendance, when parents are left on their own to find supplemental child care.

EMPLOYER OPTIONS

The important ingredients in each of the options available to employers are listed below:

1. Flexible Personnel Policies
   - Flexible working arrangements such as job sharing, flextime and part-time work.
   - Flexible leave policies enable parents to be at home with sick children.
   - Work at home may be an important option for the future.
2. Information About Child Care
   - Child care resource and referral provides information on a variety of child care options. May be provided in-house or through contract with an outside organization, such as a 4-C or child care council.
   - Parent education programs give employees parenting information, including community recources available to them. These are often labeled "Parent Seminars" and are offered at the worksite.

3. Financial Assistance
   - Flexible benefit plans may include paying all or a portion of child care costs.
   - Vendor programs may allow purchase of child care from existing child care centers.
   - Voucher programs allow employees to choose a child care arrangement from any existing child care in the community.
   - Subsidies pay all or part of child care costs.
   - Charitable donations to child care help build up the child care resources in the community.
4. Direct Services
   - On-site or near-site center owned and operated by the employer or contracted with an outside organization. There are tax benefits to the employer for all capital expenses.
   - Family day care systems (which provide care in the provider's home) may be developed near the work site.
   - Consortium arrangements allow a group of employers to work together for support of a child care center or information and referral.
5. Tax Incentives
   - Dependent care assistance programs allow child care costs within certain limits to be considered as a tax-free benefit like other employee fringe benefits.
   - Charitable contributions are tax exempt.

THE FUTURE

Federal law currently contains many tax incentives for companies that offer child care as a benefit. These tax benefits are likely to continue in the future but may have some changes. For the most recent information on tax requirements and incentives, contact the local office of the Internal Revenue Service. It is important that employers tailor child care benefits to meet specific needs. Despite private sector initiatives, businesses cannot meet the need alone. Federal help will probably be needed in the future to help low-income individuals obtain child care and to help small businesses get loans for capital to build child care.

RESOURCES

1. Creative Partnerships for Child Care: Linking the Business and Child Care Communities, (no date). (Available from: Child Care Information Service, 363 E. Villa St., Pasadena, CA 91103.)
2. Employed Parents and Their Children: A Data Book, 1982. (Available from: Children's Defense Fund Publication Dept., 1520 New Hampshire Ave., N.W., Washington, DC 20036, $10.00.)
3. Helping Working Parents: Child Care Options for Business, 1981. (Available from: Florence Glasser, Division of Policy Department, North Carolina Department of Administration, 116 W. Jones St., Raleigh, NC 27611.)
4. Tax Incentives for Employer-Sponsored Day Care Programs, 1982. (Available from: Commerce Clearning House, Inc., 4025 W. Peterson Ave., Chicago, IL 60646, $2.00.)

Fact Sheet #12. Prepared by 4C's of Milwaukee County, 1986.

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#13 THE ELEMENTS OF QUALITY IN CHILD DAY CARE

The central point summarizing much day care research is this: good day care has positive effects on children; bad day care is harmful to children. Knowing this research exists has implications for all individuals who operate day care: they must have an understanding of what quality means and some of the components of high quality.

IMPORTANT CHARACTERISTICS OF GOOD DAY CARE

Gwen Morgan, day care researcher and writer from Wheelock College, has found that the day care characteristics associated with positive effects on children include the following:

- Group size is important and affects children's behavior significantly. Small groups of young children work best. (Ruopp, 1978).
- Training is important, both for centers and family day care. Lack of specialized training not only fails to have positive effects, it is even a cause for some concern about negative effects. (Ruopp, 1978, Fosberg, 1981).
- Staff/child ratios are significant, particularly for infant care. For preschool center care, ratios are somewhat less important than group size. (Ruopp, 1978).
- Continuity of relationships between children and caregivers is important (Clarke-Stewart, 1977). Erratic government funding policies that cause children to be moved about or have their participation in programs abruptly terminated can be very disruptive to them. High staff turnover may be equally harmful to children. One study (Belsky, 1978) found that high caregiver turnover was associated with a sudden decline in IQ scores of the children.
- A design of the environment is important. Programs designed to facilitate small-group activity are associated with positive outcomes; large places with many children in one group are associated with negative outcomes. (Prescott, 1979).
- A shared relationship with parents is essential to positive outcomes for children (Fein, 1979; Shipman, 1976).
- The "match" of program to child needs is important. Different children thrive under different conditions, and it is important that there be a variety of options for parent choice and that parents be permitted such a choice (Clarke-Stewart, 1977).

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QUANTITY VS. QUALITY

In recent years, more attempt has been made to measure quality standards in child care programs. The National Association for the Education of Young Children (NAEYC) center accreditation program is one which emphasizes high quality programming. In Wisconsin, the City of Madison certification standards enable programs meeting higher than licensing standards to become certified. Self-study or program evaluations are used frequently by programs throughout the state. These are examples of systems which measure quality. Although day care has been around for a long time, it really appears in our society in a new social form—and many people (including parents, providers, and early childhood training institutions) are no longer satisfied with the "bare minimum" in day care.

With the rapid expansion of day care across our nation and in the state, the struggle for sufficient **quantity** may have taken precedence over high **quality.** Attempts to raise licensing standards much higher than they are are often opposed on the very realistic grounds that raising standards without raising financial support for day care would cause programs to close. The current situation, then, is one with a lot more day care than ever before, several attempts at measuring and rewarding quality, and very little in the way of societal resources to enable programs to meet higher levels of quality.

Prescott and Jones (1972) found the following characteristics in quality child care programs:

—an environment that includes "softness"—many comfortable furnishings and gentle people
—privacy
—clarity and openness
—a variety of activities
—safety, but with allowances for some "daring" activities under supervision
—opportunity to relate to children and adults of different ages and cultures
—genuine love for children

These elements of quality within a program are bolstered by the following additional guidelines suggested by Jim Greenman:

Support for parents—Child care that accommodates the concerns and desires of individual families and is in partnership with them.

A safe, healthy environment—A safe, healthy place of acceptable quality to the providers, parents, and licensing officials.

A comfortable, nurturing, secure environment—A place in which children can develop to their fullest potential.

An environment that promotes values and behaviors important to parents and providers—A place in which philosophies of the adults are discussed and mutually agreed upon—and "open covenant" with each other on behalf of children.

A reasonable environment for caregivers—A place in which the adults' needs are met as well as those of the children.

Since day care is "here to stay," it seems critical for all providers of child care services to become more committed to quality, more articulate about their own quality services, and speaking with one voice to the public about what quality means.

RESOURCES

1. Prescott, Elizabeth and Elizabeth Jones, *Day Care as a Child-Rearing Environment*, Day Care Series, Volume 2. Washington, D.C.: National Association for the Education of Young Children, 1972.
2. Greenman, James T. and Robert Fuqua, *Making Day Care Better*, New York: Teachers College Press, 1984.

Fact Sheet #13. Prepared by 4C's of Milwaukee County, 2014 W. McKinley Ave., Milwaukee, WI 53205, (414) 933-5999 and 4-C in Dane County, 3200 Monroe Street, Madison, WI 53711.

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#14 CARE FOR CHILDREN WHO ARE ILL

THE PROBLEM

Currently, 31.8 million children, or 54% of all American children, have mothers who work. All children become ill from time to time, whether or not their parents work. Studies have found that infants and young children develop between six and nine viral infections per year, lasting from three to seven days. Another study found that 46.2% of the preschool children studied were ill ten or more days during the year, due to both viral infections and other illnesses (Work/Family Directions, "Sick Child Care," 1982).

"When there is a non-working parent at home, these illnesses may be so mild that they are not viewed as important. For working mothers, however, even a mild illness becomes a source of great anxiety, because an alternative day care arrangement usually becomes necessary. Parents who work worry more about illnesses, call their doctors more, and believe their children have more illnesses than parents who are at home."

"When children are seriously ill, when an illness is just starting, or when there is high toxicity, parents will want to take time off from work to be with them. At these times, children need a parent. The number of days of mild illnesses and the days when a child is recuperating from an illness, however, are so common that few parents have jobs that would permit so many absences." (Work/Family Directions, "Sick Child Care," 1982, used with permission.)

THE OPTIONS

When a parent needs alternative care arrangements for a sick child, there are several possible options:

1. In-home care, or care for the child in the child's own home.

2. Care in the regular child care setting, either a group day care center or a family day care home. Both licensed and certified centers and homes have defined regulations which apply.

3. Care for the ill child in a special program or setting, such as a designated family day care satellite home, an infirmary or sick care center.

LOOKING AT ADVANTAGES AND DISADVANTAGES**

In-Home Care.

For the child, this is a familiar setting, there is no need to go out, it is restful, the child gets lots of individual attention, and there is minimal contagion. For the parent, this option offers the lease anxiety and there is opportunity to take the child to the doctor. There is great satisfaction on the part of the parent/employee, if there are no penalties for missing work due to a child's illness. If another adult is hired to come into the home to take care of an ill child, the unfamiliarity may be a problem for the child. Certainly, if employers are not sympathetic, this option will have consequences for missing work time—and perhaps loss of a job.

Sick Care at the Regular Child Care Site:

For the child, this too is a familiar setting, no special arrangements need to be made, and the child is already accustomed to the program and the caregiver. For the parent, there is no need to leave work mid-day so that work is disrupted, and there is probably no extra cost to pay. Administratively, however, this option is very difficult, for the child may require extra attention and there may not be enough caregivers to give that attention without hiring additional help. Although there is some evidence that certain illnesses do not really increase contagion among children, the possible anxiety about contagion on the part of both staff and other parents causes this option to have many disadvantages. In addition, the program must follow state licensing requirements to isolate and remove ill children.

Sick Care in a Separate Room:

For the child, the setting is somewhat familiar and they are already familiar with the program. There are no special transportation arrangements to be made. The disadvantages for the child include being isolated in a somewhat unfamiliar room and with other children who are also ill and may be out of sorts. The caregivers in this "sick bay" may find the stress of dealing only with ill children very great. For the program, administrative details such as hiring extra staff and designating a space just for sick care—along with medical consultation and recordkeeping for these children—may be formidable.

**From a paper by Noa Mohlabane

REGULATIONS

Wisconsin's Licensing Rules for Group Day Care include provision for setting up a sick care center and for ill child procedures: "Children with a sore throat, inflammation of the eyes, fever, lice, ringworm of the scalp, rash, vomiting, diarrhea or other illness or condition having the potential to affect the health of other persons shall be isolated." (HSS55.34)

The local public health officer must be notified when a child is suspected of having or diagnosed as having a communicable disease such as chicken pox, German measles, infectious hepatitis, measles, mumps, polio, scarlet fever, whooping cough, diphtheria and meningitis or other communicable disease.

Parents are to be contacted "as soon as possible" after an illness is discovered.

COMMUNITY SOLUTIONS

Since ill children affect the work force as well as individual parent's and children's lives and also affect day care providers, it is important that communities discuss and try to arrive at good solutions for sick care. In the options discussed above, it is apparent that there are disadvantages in each. Information about the options, so that parents will know better how to plan for the inevitability of ill children, is needed. Certainly, the option of developing a group of trained "in-home" caregivers who specialize in caring for ill children is one that needs to be explored. This option is expensive and may need to be underwritten by employers and community groups.

RESOURCES

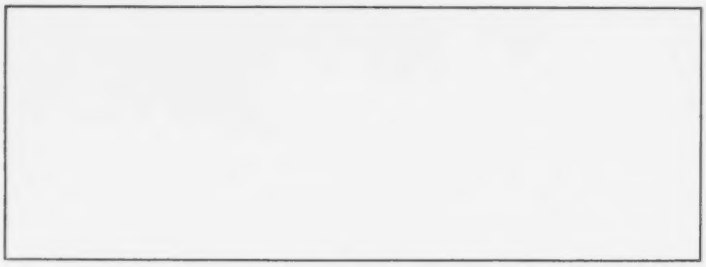
Sick Child Care, Work/Family Directions, 200 The Riverway, Boston, MA 02215.

Infants in Day Care Centers: In Sickness and In Health, Noa Mohlabane, Bananas Child Care Information and Referral and Parent Support, 6501 Telegraph Ave., Oakland, CA 94609.

Parents in the Workplace. Sick Child Care: A Problem for Working Parents and Employers, Greater Minneapolis Day Care Assoc., 1006 West Lake Street, Minneapolis, MN 55408.

Fact Sheet #14. Prepared by 4-C's of Milwaukee County, Inc., 2014 West McKinley, Milwaukee, WI 53025, (414) 933-5999

FOR MORE INFORMATION CONTACT:



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#15 SCHOOL-AGE CHILD CARE

School-age children left alone before and after school while parents work are sometimes referred to as "latch-key" children. The term came into common usage because of the children who carried the key to their homes (often-times on a chain around their neck) to and from schools. The more appropriate term is "school-age child care," for it describes the kind of children who need care—without making assumptions about the planning of their parents for their care.

According to the Wisconsin Department of Health and Social Services (DHSS), a recent survey showed that one-third of elementary (school-age) children in a large Wisconsin metropolitan school district care for themselves after school or are cared for by another child. The 1980 census data indicate that in Wisconsin over 70% of mothers with children 6-17 years old are in the work force. There are more than one-half million children in elementary schools in Wisconsin (497,659 in public schools and 126,078 in private schools). The exact numbers in before and after school programs are not known.

Some of the major physical and psychological risks for unsupervised school-age children include: accidents, feelings of fear, incidents of alcohol and drug abuse, and delinquent behavior. These children can also become targets of physical and sexual abuse.

PROGRAM OPTIONS

Children who fall into the school-age child care category may be helped by a variety of programming. Here are some of the major ways these children are currently being cared for:

- **School-Age Child Care**

School-age child care is any type of program which provides supervised child care for elementary school children during the hours when parents are at work and school is not in session. This may include before school, after school, all day during school vacations and during the summer.

- **Types of School-Age Child Care**

School-Age Child Care Centers. These are group programs planned for school-age children which offer an interesting variety of activities, healthy snacks, and supportive adults. These programs may be located in school buildings or in other facilities such as a child care center, a YMCA or a church.

Family Day Care Homes. This care is provided in a private home and often includes children of all ages. The hours are often flexible, allowing for early morning or evening care.

Day Care Center. This is a group program planned primarily for preschool children which can also serve small numbers of school-age children, often siblings, before and/or after school.

- **Self-Care Support Services**

Some older elementary school children and middle school children may not need supervised care but can benefit from self-care support services. These services are designed to provide some support for children as they take more responsibility for their after school activities, whether at home alone or in the community.

- **Types of Self-Care Support Services**

Telephone Reassurance and Hotlines. A telephone service, often staffed by volunteers, is available to children during non-school hours to answer questions, help children solve problems, or just listen and talk with children who are alone.

Self-Help Training. Courses are designed to help parents and children evaluate self-care readiness and learn some of the skills needed to be safe when an adult is not present.

• **Recreation-Type Programs Geared to Non-School Hours.**
A variety of recreative activities are offered at or near the schools. Children are responsible to get themselves from school or home to the activities. This includes school sports, recreation programs sponsored by the schools and children's clubs or organizations like 4-H, scouts, church groups.

THE COMMUNITY SOLUTION

Each community will have to grapple with the problem of school-age child care, for increasingly parents who have used preschool care will want to have safe, protected, enriching experiences for their children after school. The best solution for any community will be decided by concerned citizens and child care advocates who clearly understand the options for school-age children.

QUESTIONS AND ANSWERS ABOUT STARTING SCHOOL-AGE CARE

These are the most-often asked questions about starting school-age child care programs in elementary schools. Child care providers at conferences and in consultation want to know the following:

Q. Do you need a separate classroom, or do you share space?

A. If a vacant classroom is available, we lease the classroom and set it up with various interest areas (such as arts and crafts, reading and homework, music, hobbies, table games, science and nature activities). We also have access to the gym and playground for sports and more active play. With this arrangement we can offer before and after school programs for grades 1-5 and before and after kindergarten half-day programs.

At schools in which we can't have our own room, we try to negotiate use of a cafeteria or all-purpose room for before and after school programs only. Our advice is not to share space that another teacher uses during the day: it ends up being an environment in which the children must "be careful" too much.

Q. Which responsibilities do you have to the school district? Which responsibilities do they have to you?

A. The school-age program's responsibilities include: providing sufficient personnel to carry out the program, supplies and equipment, a telephone, and personnel to handle all questions and registration information. (The school will sometimes furnish equipment such as tables and chairs, but be prepared to be flexible about their use if the school enrollment increases.)

Rental fees are generally negotiated to include custodial service and any utilities during the times you use the space. Carry sufficient liability insurance to cover any property damage or personal injury while you are using the space. Your insurance policy should hold the school district harmless for any claims and causes of action arising from your program.

School district responsibilities include: providing the primary room to house the program, as well as secondary space such as the gym; daily custodial service; notice of school rules and regulations; and notice of school-related functions that could disrupt your program.

The contract between the school-age program and the school should include a release clause, so that 30-60 days before the start of school either the program (due to low enrollment) or the school (due to need for the space because of increased school enrollment) can cancel the arrangement.

Q. Who do you contact first in trying to get space in elementary schools?

A. Generally, the best approach is to go to the local School Board through the School District Superintendent. Either the President of the School Board or the Superintendent can arrange to have you make a presentation before the Board. If there is a supportive group of parents, they should attend the Board meeting as well. The first step is to do a needs assessment—offer to do this for the district, in order to know the needs for school-age child care. After the survey has been completed, select the school most likely to succeed as a pilot program, rather than trying to start a program at each school the first year. Along the way, and after the program has started, offer to meet with both the School Superintendent and the Principals to explain your program and allow them to ask questions.

Q. What kinds of activities do you plan? What do you try to accomplish?

A. Activities are planned with the following purposes in mind. First, there should be a choice between something active or something quiet to do, since children have come from school with different moods and need these two main choices to feel comfortable after school. Second, there should be several activity choices within these two main choices: the more activities, the less discipline problems. Third, the goals of the activities should be to help children with social interactions, self-reliance, responsibility and "educational" concepts disguised as a fun activity.

Q. How is your financial structure set up for parent fees?

A. Parents sign up their children for the entire school year—and are registering for a block of time rather than hourly. Because we have limited space (each classroom can serve about 22 children), hourly scheduling would fill up the first hour and leave the last two hours half full. The program should be available for most people who need the service for the most amount of time. Our program in the Milwaukee area operates from 3:00 to 6:00 p.m. and the current cost is $26.00 per week for 5 days, $23.50 per week for 4 days, and $21.00 per week for 3 days. Three days is the minimum.

RESOURCES

1. Wisconsin Department of Health and Social Services first statewide conference on "LatchKey Children" was videotaped; the Department also funded some school-age demonstration projects in 1984. Call the Child Care Information Center at 608-266-8200 for more information.

2. The Wisconsin Child Care Improvement Project is sponsoring a School-Age Child Care planning project; call 608-231-3090 for more information.

3. Kyte, Kathy S., *In Charge: A Complete Handbook for Kids with Working Parents*, New York: Alfred A. Knopf, 1983.

4. Seligson, Michelle, *The After School Day Care Action Manual*, Boston, Mass.: Auburn House Publishing Company, 1985.

5. Community Coordinated Child Care (4-C), *The After School Day Care Handbook*, 1977.

Fact Sheet #15. Prepared by 4C's of Milwaukee County, 2014 W. McKinley Ave., Milwaukee, WI 53205; 414-933-5999; and Michael Conway, Family After School Program, Inc., Milwaukee.

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#16 WHAT YOU NEED TO KNOW IN ORDER TO WRITE ABOUT CHILD CARE

WHY WRITE?

Child care has become an incredibly interesting topic for the public, for those in the field as administrators, teachers, and support staff, and for parents. Public policy directed at child care has never been more intense, and it is a time when the public has a "right to know" all about child care in order for there to be an appropriate policy response. Child care practitioners are increasingly called upon to write about what they know of this field. Writing has been called an "excellent exercise," (Nachbar, 1986) but to some people it is also a tough one. Writing calls for clear thoughts, organized ideas, and a defined purpose. If your usual work life does not involve a great deal of writing, it may seem formidable to put your practical ideas on paper for others to read. Here are some tips about writing that may help.

TYPES OF ARTICLES

It may be well to think first about what types of articles you may be asked or want to write. **Featured articles** are generally one to ten pages in print, and feature a single theme throughout. **Department articles** (such as book reviews, letters to the editor, or research reviews) are usually much shorter in length and are regularly printed in some publications. **Newspaper articles** by free-lance writers are sometimes printed in local newspapers (although many newspapers use only articles written by staff writers or "stringers" who regularly submit to the newspapers). Such articles may be promotional (perhaps about a day care center opening in a community) or factual (on the topic of highly-rated children's toys, for example). **Newsletter articles** are often sought by early childhood groups or associations, on topics of interest to those in the field. It is important at the outset to know for whom you are writing and that particular publication's requirements (length, double-spacing, deadlines, etc.). While some people successfully write books about their day care experiences, this fact sheet focuses primarily on articles because that is the most common form of writing done by people in the field.

POINT OF VIEW

Perhaps the most common error when writing is being too general. Writing about the "history of early childhood" in a five-page article is too broad. Try to focus your article on a topic that can easily be covered in an article (for example, the growth of child care centers in Wisconsin).

Ask yourself: "Is my idea unique?" "Will readers benefit from my information?" Think of how applicable your topic will be to others: is this your personal experience (which may be like no one else's) or is this a generalizable experience (to which many other people can relate)?

There are at least three major points of view which help guide your writing:

- Factual—you are trying to objectively state facts, with the hope that readers will take the facts and use them (for example, field trip opportunities in the city, appropriate for school-age children).
- Persuasive—you are trying to win readers over to your position on a topic (for example, presenting information that will help child care workers unite around the issue of a lack of fringe benefits).
- Advocacy—you are advocating for change in a given area (for example, stating your opinion about licensing rule revisions and asking for readers to join with you in making sure the rules change in a certain way).

GETTING DOWN TO IT

No human activity has created more jokes (from "writer's cramp" to "fear of writing") or more empathy than writing. Deadlines help a great deal—that's why publishers have them. Be realistic about the length of time it will take to write an article (no matter how short) and give yourself plenty of time for revision.

Develop a system for recording ideas and background information, such as index cards, tape recordings, or file folders (used brown envelopes slit on two sides make good recycled "folders").

An outline (the main points you want to cover in the order they should be covered) will help immeasurably. Logical thought (so that ideas progress from one point to another without disjointed leaps) is important for good writing. At first, get your ideas down without worrying too much about style and wording. However, try to use the first paragraph to set the stage: the reader should be able to read to figure out "where you are going" from the very first paragraph.

Style of writing and use of anecdotes are very personal writing matters. Some writers manage to present visual images just by the words they use and don't need examples; others rely heavily on the use of anecdotes to add "substance" to an article. Probably the best advice of all: omit needless words—be concise.

Finally, a word about spelling and grammar. Perhaps because of rather sloppy writing and printing generally in our culture, or because writing is done on word processors today, spelling and grammar are often overlooked. Examples of two of the worst "typos" include:

• The improper use of homonyms: The word "it's" (mistakenly used in everything from *Time Magazine* and local newspapers to early childhood newsletters) is a shortened version of "it is" or "it has" and cannot be used for the possessive word "its." Another homonym frequently misused is "there" (for "their"). If you aren't sure which to use, ask someone else to read and edit your writing.

• Improper tense usage: For example, "Public policies concerning early childhood IS growing rapidly." **Policies** is a plural word, while **early childhood** is singular—therefore, it is important to read over the entire sentence for use of the correct tense. In this case, "... ARE growing."

HISTORY OF EARLY CHILDHOOD

Because the field of child care is changing rapidly, it is important for writers in their field to have some "sense of history." Use a good historical overview to help flesh out ideas in your article. For instance, if your topic is on "child care and the public schools," it is important for you to know this idea has been around for a good many years. Your article will be lacking in depth and interest if you assume your topic has never been examined before.

Try to set your article in historical context. An "easy guide" to important historical dates in early childhood can be found in Hewes & Hartman (1972). A similar overview has been updated using a number of sources by Adams (1988).

JUST THE FACTS

Facts have a way of being distorted that cannot be overlooked by people writing about early childhood topics. Factual information is seldom completely unbiased (that is, the researcher who studied children's temper tantrums probably brought some amount of bias to the research by selecting tantrums as problematic behavior). In addition, factual information is often used on both sides of an issue. Perhaps one of the best recent examples is that both the conservative and liberal sides of the issue of federal child care legislation use the "fact" about working mothers to make their case. The conservatives say: 50% of mothers of child under 6 are stay-at-home moms and, therefore, there is no need for federal child care legislation. The liberals say: 50% of mothers of children under 6 are in the labor force and, therefore, child care legislation at the federal level is imperative. Both use the same "fact"—but they make an entirely different point! Take special care when quoting research finds. The well-known Perry Preschool Project, for example, has demonstrated the value of high quality preschool programs, but its positive outcomes cannot be generalized to **every** child care setting.

There are some very good factual pieces about early childhood which can and should be used in supporting your point of view. The Child Care Supply & Demand Fact Sheet (Child Care Improvement Project, 1988) and materials from the Wisconsin Department of Health and Social Services (Long-Range Plan, 1986) are examples of well-prepared, well-documented statistics that **can** be applied to community-based child care programs. Use "demographic" information carefully: the number of children needing care, statistics on working mothers, the number of licensed early childhood programs. A quick scan of early childhood literature shows that "56% of mothers are working," "75% of mothers are in the labor force," "68% of mothers are working." It depends on whether the authors are using national, regional, or state data, and from what year. Use the most accurate figures you can find to make a point, but don't overburden your readers with too many statistics.

Assume that it will take some time to develop your writing style and point of view. Save every idea for potential publication, but be willing to cast out articles that "don't work" for some reason or another. There are some outstanding examples of lasting "seminal" thoughts that writers in our field have contributed: "the floor of regulations" (Gwen Morgan), "the day care trilemma (Gwen Morgan), day care as the "new extended family" (Galinsky), and the idea of employer-supported day care as being "on the fringe of benefits" (Dana Friedman). Your lasting writing style may help you make an equally unique and lasting contribution to the field. Start that writing—and keep it up!

RESOURCES

1. Nachbar, Randa Roen, **Writing for Publication: A Handbook for Early Educators,** Early Childhood Education Council of New York City, 1986, $3.50.

2. Hews, Dorothy and Barbara Hartman, **Early Childhood Education: A Workbook for Administrators,** San Francisco: R and E Research Associates, 1972.

3. Adams, Diane, "History of Day Care/Early Education in the United States," Community Coordinated Child Care, 3200 Monroe Street, Madison, WI 53711 (updated annually).

4. **Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19,** Mongraph #8 of the High/Scope Educational Research Foundation, High/Scope Press, 1984.

5. "Child Care Supply and Demand: A Forecast for Wisconsin," Wisconsin Child Care Improvement Project, P.O. Box 369, Hayward, WI 54843, (715) 634-3905.

6. **Child Care in Wisconsin: A Long-Range Plan,** Day Care/Child Development Advisory Committee Report, Wisconsin Department of Health and Social Services, 1986.

FACT SHEET #16. Prepared by Diane Adams, Community Coordinated Child Care (4-C) in Dane County, 3200 Monroe Street, Madison, WI 53711; (608) 238-7338.

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#17 LIABILITY INSURANCE FOR CHILD CARE PROVIDERS

CENTERS AND FAMILY DAY CARE HOMES: STATUS OF LIABILITY INSURANCE

Child care providers constantly face situations in which they are exposed to civil liability. It is important to understand those risks and to take preventive measures to protect yourself and your program from possible liability. According to the Child Care Law Center, maintaining a good safety program, following applicable child care regulations, and purchasing insurance for your program, are important preventive measures that should be taken. (CCIE, May 1985, p. 32). Liability insurance for child care programs in centers and homes is becoming increasingly difficult to purchase.

WHY ARE RATES INCREASING AND/OR POLICIES BEING CANCELLED?

The insurance industry is experiencing a crisis. Due to the state of the economy, insurance companies' investments are earning them much lower profits. Because they use these profits to pay for claims made against their policies, insurance companies must now look at ways to minimize their losses from claims or to increase their income. To do this, they are increasing premiums and/or limiting the kinds of insurance policies they will provide.

Child care programs in centers and homes are usually very small business operations, with relatively low insurance premiums. However, these programs have many children and adults involved in their operation, creating the possibility of many insurance claims. Many companies are not willing to take risks they perceive to exist in child care operations. Some companies may base their decision to get out of the child care liability insurance business on recent publicity about a few incidents of child sexual abuse in child care programs.

Child care/early childhood education professionals, both as individuals and associations, must educate the insurance industry about the safeguards provided for children in a regulated program. You can help your local insurance agent understand what you do, so s/he can convince the insurance company s/he works for that your program and others are a reasonable insurance risk.

WHAT INSURANCE COVERAGE DO YOU NEED?

Although you can insure yourself and your program against almost any risk, no child care program could afford to do so since other items quickly consume a program's limited budget. Therefore it is important to buy insurance only after a careful assessment of your program's specific needs and budget. Consult written resources, including those listed in this fact sheet, insurance agents, and perhaps a lawyer, before making such decisions.

The state of Wisconsin requires that all licensed child care centers and homes carry comprehensive general liability insurance. Comprehensive general liability insurance will cover negligence which happens at your center or home and negligence which occurs away from your center or home, such as on a field trip. "Negligence" is a legal term that means a person was under legal duty to act with reasonable care and did not act with such care. If you have comprehensive general liability insurance, the insurance company will defend you if you are sued, and if you are found responsible, will pay the money judgment up to the limits of the policy. (CCIE, May 1985).

Most comprehensive general liability policies cover four types of costs: bodily injury, damage to another's property, immediate medical relief at the time of an accident, and the legal cost of defending the center or home in a lawsuit if the injured party decides to sue (even if the suit is groundless). Employees should be listed as additional insured on this comprehensive general liability policy, so they receive the same protection if the incident occurred while they were performing their job duties.

Licensed centers and homes must carry vehicle liability insurance when transportation is provided, and non-owned vehicle liability insurance when transportation is provided in vehicles not owned by the center or home.

Centers and homes may also want to consider carrying the following kinds of liability insurance which may be part of your comprehensive general liability policy or may require a special endorsement:

- accidents where no one is at fault which happen during your program's operation
- damage to your own property
- personal injury (protection for a libel, slander or invasion of privacy lawsuit)
- products liability (food is an example of a product)
- contractual liability (if your program has any legal contract, including a lease)
- fire legal liability (in case you cause a fire in a building you lease or rent)
- employee liability (in case employees are sued individually for negligence while acting within the scope of their duties)
- board members' and officers' liability (if you are a corporation, this protects board members and officers if they are sued individually)

Many insurance agents and companies recommend higher liability coverage limits than is required by state licensing, certification or registration regulations.

WHAT ABOUT EXCLUSIONS?

You need to be sure that you understand what protection your insurance policy gives you, and what is not covered. Take time to read the policy carefully. The complex legal language and fine print may discourage you. However, you have a right to understand a policy before your purchase it, as well as an obligation to your program to be sure that you understand the protection you do or do not have. Make a list of the terms you don't understand and the questions you have from reading your policy thoroughly, and ask your insurance agent to explain them to you. If you are persistent, you should get the answers you need. If not, try another agent.

HOW DO I LOCATE AN INSURANCE COMPANY?

To find information about any insurance companies' services, look for their agents' listing in the "Yellow Pages" of your telephone directory. "Direct line" companies' agents are listed under the company's name and these agents will be able to write insurance only for the company they represent. Many other companies (such as those listed on page 3) do not have specific agents for their services listed in the yellow pages. These companies are contacted through an independent insurance agent or agency. These agents or agencies are brokers, working with many different companies that offer insurance services through many companies. Independent insurance agents and agencies are listed in the yellow pages under the heading: "Independent Agents or Agencies."

LICENSED FAMILY DAY CARE

Licensed family day care providers can currently get insurance from the following companies. Contact a local independent insurance agent and ask for help in obtaining the coverage you need. Give the agent this list of companies and s/he can get you coverage through one of them. An independent agent may also know of other companies willing to write policies.***

1. Capital Indemnity Corporation
2. Jefferson Insurance Company
3. Mt. Vernon Fire Insurance
4. Northland Insurance

** 5. Scottsdale Insurance

**WECA/AEYC sponsors a group liability insurance policy for family day care providers who are members of WECA/AEYC, with the Wisconsin-based McDermid Agency. Contact the WECA/AEYC office for an application.

LICENSED CHILD CARE/EARLY CHILDHOOD EDUCATION CENTERS

Licensed centers can get liability coverage through the following companies. Contact a local independent insurance agent to get the coverage you need.***

1. Capital Indemnity Corporation

** 2. CIGNA-INA, through MarketDyne

3. Jefferson Insurance Company
4. J.J. Nigly and Associates
5. Mt. Vernon Fire Insurance
6. Northland Insurance
7. Scottsdale Insurance

**The National Association for the Education of Young Children (NAEYC) sponsors a group liability insurance policy through MarketDyne. Call 800-523-2710 (toll-free) for an application.

***NOTE: This is by no means a complete listing of all the insurance companies which may be able to write liability insurance for your child care/early childhood education program, whether it is in a center or a home. The names included here are based on an investigation done by Wisconsin Early Childhood Association and Community Coordinated Child Care staff with assistance from the Wisconsin Office of the Insurance Commissioner. Anyone with information about insurance coverage available through any companies, should provide that information to the Wisconsin Child Care Improvement Project, to be added to this listing. Insurance companies listed here are not endorsed by Wisconsin Early Childhood Association, Community Coordinated Child Care, or by the Wisconsin Child Care Improvement Project.

If your independent insurance agent has difficulty locating any of these insurance companies, s/he can contact the WECA/AEYC Office, 3510 Monroe St., Madison, WI 53711, for their addresses.

CERTIFIED OR REGISTERED FAMILY DAY CARE HOMES

Family day care providers who care for fewer than four unrelated children under the age of seven can generally get adequate comprehensive general liability insurance coverage by adding an "incidental business pursuits" rider (endorsement) to their home owner's or renter's policy. If the insurance company providing your home owner's or renter's policy will not write such an endorsement, contact another insurance company, or ask an independent insurance agent to locate a company for you which will provide such coverage. Many companies are willing to write such coverage for an additional cost. Although not required by Wisconsin statute, buying such coverage is a good professional decision.

LICENSED FAMILY DAY CARE HOMES AND CHILD CARE CENTERS

Licensed family day care homes and child care centers will need to get a separate comprehensive general liability policy. See the section "How Can I Locate An Insurance Company or Agent." A listing of companies currently providing such coverage is available from the WECA/AEYC Office, 3510 Monroe Street, Madison, WI 53711.

REFERENCES:

1. Chapman, T.S. et al. *Am I covered for...? A guide to insurance for non-profits.* Society for Non-Profit Organizations, 6314 Odana Road, Suite 1, Madison, WI 53719, (176 pages, $10.50 prepaid).
2. Child Care Law Center, "Liability insurance guide for child care centers," *Child Care Information Exchange* (May 1985), pp. 32-36.
3. Lane, M.J., *Legal handbook for small businesses.* AMACOM, 135 W. 50th St., NY, NY 10020 (181 pages, $14.95).

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#18 CHILD CARE TAX CREDITS: INFORMATION FOR PARENTS

INTRODUCTION

The largest single federal program for child care is the Dependent and Child Care Tax Credit. Taxpayers with qualified child and dependent care expenses may claim a credit against their tax for a portion of expenses incurred which are necessary to enable the taxpayer to be gainfully employed. The federal expenditure for this credit is estimated to be about $2 billion annually. Families who use the tax credit usually receive a receipt or keep cancelled checks showing the amount they have paid for child care.

What does this mean for families with young children? It is an example of public policy that recognizes the needs of parents who are not poor enough to be considered needy (and perhaps get the Social Services Block Grant funding for day care) nor wealthy enough to pay the entire cost of unsubsidized care. The tax credit enables working parents to save, on the average, $250 on their federal taxes (1982 figures).

FEDERAL TAX CREDITS

When filing the federal income tax return, a percentage of the child care expenses may be claimed. The credit is deducted from the tax owed or added to the refund due. The amount that can be deducted is based on family income and the amount paid for child care. The maximum that can be claimed as payment for child care is $2,400 for one child or $4,800 for two children.

To qualify for the tax credit, parents must be employed either full- or part-time or be in search of employment, and must maintain a household with one or more dependent children under the age of 15. In a two-parent household, both parents must be gainfully employed and they must file a joint return. If one spouse is employed and the other spouse is a full-time student for five months a year, both are considered employed.

STATE TAX CREDITS

For taxable year 1985, parents may still claim a state tax credit equal to 30% of the federal child care credit claimed. The Wisconsin legislature amended the tax legislation during the biennial budget process so that the state child care tax credit will not be allowable for years after 1985.

COMPUTING THE FEDERAL TAX CREDIT

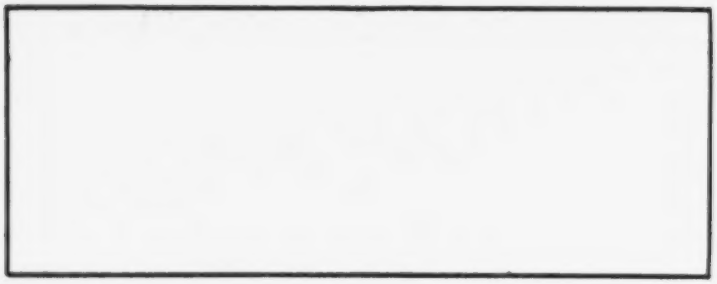
Adjusted gross family income	Maximum % allowed	Maximum allowed for one child
Up to $10,001	30%	$720
$10,001 - 12,000	29%	696
$12,001 - 14,000	28%	672
$14,001 - 16,000	27%	648
$16,001 - 18,000	26%	624
$18,001 - 20,000	25%	600
$20,001 - 22,000	24%	576
$22,001 - 24,000	23%	552
$24,001 - 26,000	22%	528
$26,001 - 28,000	21%	504
$28,001 and up	20%	480

RESOURCES

1. "Child Care Tax Credit Guide for Parents," in *Child Care Information Exchange*, March, 1984.
2. *Federal Programs Affecting Children*, Select Committee on Children, Youth, and Families, 1984. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.)
3. IRS Toll-free Number: 1-800-424-1040 for a free copy of federal form 2441 and publication 503, *Child and Disabled Dependent Care.*

Fact Sheet #18. Prepared by 4C's of Milwaukee County, 1986.

FOR MORE INFORMATION CONTACT:



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#19 FAMILY DAY CARE TAXES

TAX INFORMATION FOR FAMILY DAY CARE BUSINESSES

The family day care profession requires a combination of many skills. The skill of providing proper child care for children is by far the major portion of the profession. However, family day care providers are also self-employed business people with numerous business responsibilities. One skill needed for the business portion of this profession is that of being able to keep accurate records in many different areas (i.e., provider/parent registration, Child Care Food Program records, business records, etc.). Keeping accurate records is a very important skill for family day care providers to develop. This is a valuable resource when preparing federal income taxes and enables providers to make wise operational decisions.

WHAT IS NEEDED TO KEEP GOOD BUSINESS RECORDS?

Every busines person needs to have certain tools in order to keep things from becoming confusing and difficult. Record-keeping for your family day care business also requires certain tools. The first is a recordkeeping system. There are several systems which you may purchase (see attached Resource List), or you may develop a system of your own. Find the recordkeeping system that is easiest for you. It is very beneficial to have a separate checking account for your business. It enables the provider to keep business purchases separate from personal ones and eliminates separating out these two areas at tax preparation time. A receipt book is valuable for those purchases where you may not receive a cash register tape (i.e., garage sale purchases). It is also necessary to give a receipt for cash paid to you by a parent. It helps eliminate misunderstandings of what has been paid and what has not, and is proof to the IRS of actual payment. Copies of all the publications printed by the Internal Revenue Service (see attached list of publication numbers) are a valuable resource when figuring taxes. A workplace to sit and do recording and a place to keep records are essential to keeping good records. Figuring federal taxes for a family day care business can be accomplished easily with a little practice and good recordkeeping tools.

WHY ARE SELF-EMPLOYED BUSINESS PERSONS REQUIRED TO COMPLETE TAX FORMS?

The purpose of federal tax forms are to inform the Internal Revenue Service of (1) how much money you received during the year for your day care services (called "income"); (2) what the costs were to you running that business (called "expenses" or "deductions"); and (3) how much money you have realized from your business after deducting the costs you incurred in running the business (called "net income"). The Internal Revenue Service considers family day care providers self-employed business people and requires that all appropriate business tax forms be submitted each year.

WHAT ARE EXPENSES AND DEDUCTIONS?

In most businesses there are costs involved in operating that business. These are called expenses or deductions when you are computing taxes. Expenses are the reason you want to keep accurate records. You will want to take every legitimate expense/deduction you can to reduce your tax payment. Expenses are divided into two categories. Expendable expenses are items in your business which must be replenished every so often, (i.e., paper products, office supplies). Non-expendable expenses (called "capital expenditures") are items used in your business which last more than one year and cost over $100 (i.e., gym set, large toys). These non-expendable items lose value over time and gradually wear out. They are claimed as deductions on federal tax forms in a manner called "depreciation." Depreciation is defined below.

HOW CAN ITEMS USED BY THE FAMILIES OF FAMILY DAY CARE PROVIDERS BE USED AS TAX DEDUCTIONS?

Some expenses can be claimed as 100% expense for family day care business (i.e., advertising the business, office supplies used solely for the business), while other expenses are items shared by the family and cannot be claimed as 100% expense for family day care business, (i.e., heat, water, electricity, telephone). These shared items are deducted according to the percentage they are used for business purposes. The formula determining this percentage is figured in the following manner:

Time/Space Formula: Computing Annual Depreciation
(From "Business Ideas for Family Day Care Providers:
Basic Guide to Record Keeping and Taxes." Toys 'n Things Press)

1. Figure the percentage of home space used in family day care. Divide the amount of space (in square feet) used in day care (including storage space, laundry area, sleeping area, etc.) by the total space in the house.

   For example:

   $$\frac{\text{1500 square feet used for family day care}}{\text{2000 square feet in house}} = 75\%$$

2. Now figure the percentage of time your house is used for family day care including family day care recordkeeping, cleaning, and preparation time. Divide the number of hours each week the house is used for day care by the number of hours in a week.

   For example:

   $$\frac{\text{10 hours per day used for family day care for 5 days/week}}{\text{24 hours per day for 7 days}} = \frac{50}{168} = 29.7\%$$

   If you provide day care for only a part of the year, you will need to figure total hours per year. For example, if you provided day care for 20 weeks, you would determine your time % as follows:

   $$\frac{\text{10 hours per day FDC X 5 days/week X 20 weeks}}{\text{24 hours per day X 365 days per year}} = \frac{1000}{8760} = 11.5\%$$

3. Next, multiply the percentage of family day care use of space by the percentage of family day care use of time.

   Using the examples above:

   75% (.75) space X 29.7% (.297) time = 22.3 (.223)

In the example, 22.3% is the percentage of family day care use of items used both in business and by the family. You use the same percentage for all of your business/personal items (except for computers, which have to have separate time logs) even though you may use some items in your business much more than others. You must refigure your Time/Space percentage each year and use the new percentage against items purchased in previous years.

Here are some examples of deductions you may have in your family day care business:

Food used for day care children
Advertising for the business
Bank charges/checks (if the account is strictly for business)
Dues/publications which are for business only
Laundry/cleaning for business
Insurance purchased for the business
Legal and professional services used for business purposes
Office supplies used for business
Repairs due to business
Wages paid for helpers during business hours
Travel and entertainment for business purposes (80%)
Car/truck expenses
Depreciation on home, other large shared items used for business
Mortgage insurance
Property taxes
Telephone
Utilities

WHAT IS DEPRECIATION?

Depreciation is a decline in value of an asset (i.e., house, car, furniture, durable toys or appliances). Items used in business which last more than one year and cost $100 are called "capital expenditures." Family day care providers can claim depreciation on all or part of those things which they use in their family day care business.

Recording capital expenditures is more difficult than recording other expenses, but it is well worth the extra time and effort it takes to figure these expenses. The IRS has made many rules concerning depreciation. Which rules you should follow depends upon when you first purchased your capital expenditure or first put it into use in your business, and the percentage of time it is used during business hours. Publications #534, #587, and #17 of the Internal Revenue Service will help you determine which type of depreciation method to use; a tax preparer may also help in determining which method to use. Once an item is depreciated in a chosen manner, you cannot change to another method in later years.

WHAT KIND OF FORMS DO SELF-EMPLOYED BUSINESS PEOPLE HAVE TO COMPLETE?

It is helpful to follow the order listed here when filling out the tax forms for your family day care business. A brief explanation of the intent of each form is included:

FORM 4562 (Depreciation). This form shows the method of depreciation chosen on business capital expenditures and the amount of deduction to be taken during this tax year.

SCHEDULE C (Profit and Loss). This form shows the amount of business income and expenses you have had during this tax year, and what your business net income is.

SCHEDULE SE (Self-Employment Tax). Because you do not have an employer who takes out Social Security tax from your paycheck, the government expects you to do it for yourself using this form. This form must be completed if you have shown a net income of $400 or more. Self-employment tax varies from year to year. Call the IRS TOLL-FREE number for the current rate.

SCHEDULE ES (Estimated Taxes). This form needs to be completed if you owe the IRS $500 or more in tax payment for the year. You do not need to fill this form out if you generally have a refund coming, or if you owe the IRS less than $500 per year.

SCHEDULE A is used for your personal deductions.

FORM 1040 ties both your personal and business incomes and deductions together to determine the amount of taxes you will have refunded or will owe to the IRS.

Tax laws change every year. The information presented here is simply a brief explanation of basic tax information. For detailed, up to date information, either purchase the tax booklets from Toys 'n Things Publishing Company or call or write WECA for their latest tax update.

RESOURCES

1. *Business Ideas for Family Day Care Providers: Basic Guide to Record Keeping and Taxes.* Published by Toys 'n Things Press, 906 N. Dale Street, St. Paul, Minnesota 55103, 1-800-423-8309.

   Tax Workbook for 1987 (To accompany Basic Guide to Record Keeping and Taxes mentioned above)

2. Internal Revenue Publications:

   Publication 334 - Tax Guide for Small Business
   Publication 534 - Depreciation
   Publication 587 - Business Use of Your Home
   IRS Hot Line Toll Free Number - 1-800-424-1040

3. Fact Sheet developed yearly by Sandra Frantz, WECA, 1245 E. Washington Ave. #260, Madison, WI 53703.

Fact Sheet #19. Prepared by Sandra Frantz, WECA Child Care Food Program, 1988.

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#20 NON-DISCRIMINATION IN STAFF HIRING

FAIR HIRING: THE REASONS WHY

The goals of an organization are affected, either negatively or positively, each time a personnel decision is made. Day care employers should make sound, effective decisions in hiring, transferring and promoting employees. In their zeal to make personnel decisions which they believe will have a positive effect on their programs, employers sometimes run afoul of laws which prohibit discrimination.

Wisconsin's Fair Employment Law (Wisconsin Statutes 111.31-111.395) was enacted to protect the right of all individuals to obtain gainful employment, free from discrimination. According to the law, the employer cannot discriminate against any person:

In	Because of a person's
Employee benefits	Age (40 and over)
Conditions of employment	Ancestry
Discharge	Arrest or convictions
Hiring	Color
Licensing	Creed
Membership	Handicap
Promotion	Marital status
Wages	National origin
	Race
	Sex
	Sexual orientation

Regardless of size, every employer in the state is subject to this law and needs to be aware of how to hire and promote the best people, while not discriminating. In the past, women, people of different ethnic groups, and handicapped persons were among those routinely denied employment. It took passage of state and federal laws to draw attention to the fact that denial of individual rights was a harmful practice.

In order to follow the law, day care operators will want to develop uniform procedures for hiring staff. The program will be protected from possible allegations of discrimination. Children and families will probably be better served in a program that practices justice.

PLANNING THE INTERVIEW

Plan for a hiring interview by reviewing the job description and thinking about what qualities are needed for the job. Think of a set of questions that will help determine if these qualities exist in a given individual. Write a possible list of questions and assign point values to the answers to the questions, using some sort of logical system. For example, give 5 points for what you would consider the "best" answer, 3 points for an "average" answer, and only 1 point for a "fair" answer. Next, check out your proposed questions with someone familiar with the job for which you are hiring. Adjust your questions after consulting this "expert."

Decide how long the interview should take (in the name of saving time, you probably should spend no more than 30 minutes per candidate—although this depends on the scope of the job responsibilities). In many day care programs, another teacher participates with the director in interviewing potential teaching candidates. Be sure that whoever is involved in the interview has had a chance to go over the questions, understands questions that are illegal to ask, and has a good understanding of the position. Schedule only as many interviews as you need in order to make a good choice—probably 5-7 of the top candidates at most.

Have the prospective employee come at a specified time and arrange for someone to greet the person. Develop your own greeting style that puts people at ease—but make it a method that can and will be applied to all kinds of people you will interview.

DURING THE INTERVIEW

A few guiding principles will help you follow non-discriminatory interviewing practices:

a. Ask **only** the job-related questions that you have prepared in advance.

b. Ask **the same** basic questions of all candidates, but vary follow-up questions if a candidate brings up a job-related skill or ability about which you want more information.

c. Let the candidate **complete the answer** before asking another question.

d. Ask all candidates if they wish to express any **unique qualifications** they possess for the job or to add anything.

e. Give all candidates the opportunity to **ask questions** of you before concluding the interview.

f. **Take only brief notes** that will enhance your memory and not inhibit your listening.

g. Use **good listening techniques** with all candidates (that is, maintain eye contact, smile, nod, give your full attention to the candidate).

AFTER THE INTERVIEW

After the interview, write up a brief summary, using the point system you have developed. Make a note of your impressions of the candidate **that are relevant to the job.** Make a final decision **only after** all candidates have been interviewed. Remember that all candidates who have been screened for the job are equal when they begin interviewing. Try to be aware of any biases you may have about sex, race, age, handicaps or any class of persons and make a conscious effort to set those aside in making a decision (for instance, believing that only younger people will make good day care teachers).

ARREST AND CONVICTION RECORDS

Under Wisconsin law, an **arrest record** is defined as information that a person has been questioned, apprehended, taken into custody or detention, held for investigation, arrested, charged with, indicted or tried for any felony, misdemeanor or other offense by any law enforcement or military authority. This is different from a **conviction record,** which indicates that the person has been convicted of a felony, misdemeanor or other offense. An employer cannot refuse to hire a person because of a record of arrests that do not lead to conviction.

Wisconsin's new background verification check for day care workers is becoming a familiar part of hiring in day care. The notarized form should be submitted to the state Department of Health and Social Services if the applicant indicates on the form that there has been a prior conviction for one of several types of crimes. It will be very important to obtain enough information to determine if the conviction record is substantially related to the job. Complaints about violations of the law which protects persons from discrimination because of arrest and/or conviction records may be filed with the Department of Industry, Labor and Human Relations (Madison: 608/266-6860; or Milwaukee, 414/244-4384).

ASKING THE WRONG QUESTIONS

Employers usually ask a number of questions during the interview in order to find out who is best qualified for the position available. Some employers aren't aware that some of the traditional questions they ask might be illegal. The following questions may not be addressed in your interview:

Age/date of birth; arrest records; being available for Saturday or Sunday work; how many children the candidate has and their ages; their citizenship; credit record information; educational background; color of eyes and hair; handicapped or health status, height or weight; maiden name; marital status; pregnancy status; prior name; and lowest salary that would be accepted.

This covers a wide range of background questions, none of which can legally be used to select a candidate. Instead, try to develop excellent questions which reveal the background and experiences of the candidates. Use and check references thoroughly. Even though a teacher's resume indicates years of experience in day care, it is very important to call or write the references given, so that you may get detailed information whether or not the performance has been satisfactory.

AFTER HIRING

An effective orientation program makes an immediate and lasting impression—which may mean the difference between success or failure on the job. New employees deserve careful and systematic introduction to the new job at your agency, either a formal or an informal orientation. Orientations can be done prior to actually starting the job, or within the first few days. The most important period for creating an understanding of the job is just prior to beginning work.

In a child care program, the orientation will usually include a thorough tour of the center including all the rooms where children are typically in care, the kitchen, playground, and staff meeting room. In addition, an orientation should include meeting other program staff in the same building, building custodians, people who come into the facility (such as the mailperson) and board members.

Four common approaches to orientations should be avoided, according to Walter St. John:

- "Just fill out the forms and then you'll be all set"—an approach which emphasizes paperwork as the main introduction to your program
- "Sink or swim"—a very rapid orientation, followed by putting the new employee to work immediately
- "Mickey Mouse Assignments"—giving the new employee just a few insignificant duties to perform so s/he can "learn from the ground up"
- "Suffocation"—a well-intentioned but disastrous approach in which so much information is given so fast that the new employee feels overwhelmed and suffocated.

Every new child care employee should receive an organized set of materials about the program: personnel policies, program handbook, map or drawing of the floor plan, list of benefits, telephone numbers and locations of key people in the organization, etc. At the heart of this orientation is conveying to the new employees the philosophy of the day care program—the service to children and families should be underscored by talking directly to new employees about their role in this important work.

RESOURCES

"Avoiding 'Loaded' Employment Application Questions Which May Lead to Discrimination," DILHR Equal Rights, Employer Information Series, ERD-4825, 1984.

"The Complete Employee Orientation Program," DILHR Employer Information Series, DILHR-JSD-6481, 1981.

Discrimination Complaint Guide, DILHR Equal Rights, 1985-86.

Fact Sheet #20. Prepared by LeAnna Ware, Department of Labor, Industry and Human Relations, Madison, WI, and Betty Cleworth, B&J Preschools, Wisconsin Rapids, WI.

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#21 ORGANIZATIONAL SKILLS FOR FAMILY DAY CARE

THE IMPORTANCE OF ORGANIZATION IN FAMILY DAY CARE

It is important for family day care providers to be organized in order to make the best use of time, to be successful, and to promote an atmosphere of contentment and security among day care children. To be organized is to be "in control." To have a "system" that works for you will be of value to your own peace of mind.

To be organized does not mean you have "everything in order" all the time, but rather that you have the skills to put things in order when they are a mess—and to stay in control while doing it.

Having your day care organized can offer strength to a family day care program and confidence to a provider. Organization may offer security to those whose lives it touches and initiate an attitude of respect from them.

Family day care as a profession is demanding. Every minute of time needs to be used productively, but with flexibility in scheduling. Since you deal with very young children, a sense of organization on your part will keep things from becoming overwhelming to them. When the children are out of control, there is often tension and disharmony. Some adjectives which are synonymous with "out of control" are: frustration, confusion, insecurity, exhaustion, fear, discouragement, and depression. One way to avoid these conditions is to develop your own organizational skills.

STEPS IN BECOMING ORGANIZED

First, it is important to make decisions ahead of time. Decisions made well in advance will lessen confusion, frustration, and poor, on-the-spot decisions. Thinking ahead to decisions you will need to make is a critical factor in your organizational structure. Remember that your ultimate goal is the well-being of children in your care.

Example: What will happen when, inevitably, you are ill for the day? Make this decision ahead of time: plan for back-up care for yourself by thoughtfully interviewing friends, neighbors, or other family day care providers you know to see if they could be called upon at short notice. Talk about the fees they would charge, how you would inform parents, if having additional children would put another provider's ratios in jeopardy, who would arrange transportation if it happened after the children were in your care, etc. While you cannot plan for every eventuality, it is important to think through some of the most common "unexpected" happenings in family day care—and plan ahead!

The second step in becoming organized is to set priorities, putting things in order of their importance to you. Learn to say "no." Try to be realistic about the number of responsibilities you will carry.

Example: Is it important to maintain a clean house at all times, or more important to you to encourage somewhat "messy" activities so that children are busily involved in learning? Are there places in your family day care home where "mess" is more acceptable than others? What priorities do you have to the children in your care—can you return calls to friends in the evening? Setting priorities is probably one of the major skills adults have to learn, for we are "on our own" with decisionmaking and there is no one else who will help set those priorities for us (nor would we welcome it!).

A final stage in learning organizational skills is to know how and where to obtain help whenever it becomes necessary. Develop a list of resource people, such as another family day care provider, a county certifier, your licensing specialist, a child care technical assistance group, or a home economist that you can call on when needed. Get a list of resources (books, pamphlets, etc.) on coping with children and family concerns well ahead of when you might need them.

Example: If you're having a really bad day with the children and nothing you have planned for activities has been successful, do you know who you can turn to? If you need some "spark" to better plan for the children's day, do you know a resource? Becoming organized doesn't mean you know every answer—it means you know where to look for answers!

DOING IT IS THE HARD PART

A child care provider will want to give consideration to having a place for everything (storage, cubbies, boxes, labels, files, tins with lids, crates, etc.). A child care provider needs to develop a routine that can be changed as the need arises. Do all you can well ahead of time. Consider duplicating extra day-to-day materials and putting a portion away for the future. (For example, the art project that requires styrofoam meat trays will probably not just be done once—try to get enough for several such activities, thereby saving yourself time and energy.)

Some of the activities that you put a lot of time and effort into may not be written down. It will take equal time and effort to repeat them in the future, so take the time to preserve your ideas of today so that they can be used tomorrow. Add to the list of organizational materials you need such items as: file cards, file folders, notebooks, art recipes, lists of construction materials and words and actions for great songs for rainy days.

Two seemingly trivial tools of organization are labels and lists. Labels will assist in making things clearly identified and readily on hand. Lists will not only allow you to evaluate the workload ahead, but will give you a sense of accomplishment as you are able to eliminate items from those lists.

The state of being well organized will not happen in a short period of time. It will actually be necessary to spend more time and effort getting things organized and adjusting to new methods before you see results. For some people, this just comes naturally. For others, it will be a continual challenge. Your efforts in being organized, however, will be worth it for everyone.

RESOURCES

Child Care Information Center, 317 Knutson Drive, Madison, WI 53704 (1-800-362-7353) for articles, pamphlets, bibliographies and other materials on topics related to early childhood.

Squibb, Betsy, *Family Day Care: How To Provide It In Your Home*, Boston, MA: The Harvard Common Press, 1980.

Scallan, Patricia Clark, "Ambushed by Time Bandits?" in Child Care Information Exchange, Number 52, November, 1986, pp. 3-6.

Fact Sheet #21. Prepared by Paulette Ostrowski, Family Day Care Provider, Stevens Point, Wisconsin.

FOR MORE INFORMATION CONTACT:

This fact sheet may be reproduced in full.

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#22 RECORDKEEPING FOR DAY CARE CENTERS AND FAMILY DAY CARE HOMES

WHY KEEP RECORDS?

Managers of day care centers and family day care homes need to keep records for several reasons. Records are needed to analyze past activities and practices in order to plan for the future. Records are needed to prepare report for boards, parents, staff, state licensing authorities, state and federal tax authorities, and for community groups. Records are needed to make day-to-day decisions and sometimes for immediate decisions which come about due to emergencies.

Frequently, the same kinds of records will meet all of the requirements. Sometimes different parts of a record will be used for different purposes. Not all of the records suggested below will be needed by every program. Family day care providers, since they serve only a few children and generally do not hire staff, will probably not need all of the following, but can adapt the ideas to suit a smaller day care situation.

FILES

The first step in recordkeeping is to establish files for important documents. The major files needed for a day care program include:

Organizational Files, such as the state day care license, policies, board activities, rent or lease agreement, all financial records and tax numbers, incorporation papers, certificates of insurance, fee policies.

Personnel Files, containing individual staff files, records of inservice training, copies of staff evaluations, training plans.

Children's Files, containing enrollment forms, attendance forms, copies of child evaluations, emergency/accident records, parent memos.

Program Files, listing daily schedules, menus, lesson plans, emergency plans, equipment lists, transportation routes.

PLACES

A second step in recordkeeping is to establish separate places for certain kinds of information. Examples of this kind of decisionmaking are:

- posting the state license on the office wall—or in the case of family day care, near the front entrance
- displaying emergency evacuation plans on a wall in each room in which children are in care
- placing the bound medical log book for recording accidents (as specified in the licensing rules) near the front door
- in infant room, having a daily log book for recording information for parents concerning feeding, diapering, schedules

Deciding on "places to put things" is one of the most important parts of an overall recordkeeping plan.

RECORDS NEEDED

The following records should be kept by the day care program (and filed away at the end of the program year and kept for a certain number of years, depending on the type of record):

Financial Records: fees collected, individual family ledger sheets, expenditures, wage records, balance sheets, financial audit.

State Licensing Records: license application, license and accompanying letter, correspondence with state licensing authorities.

Insurance Records: copies of certificates of insurance, policies, correspondence, claims filed.

Transportation Records (if provided): copies of safety inspections of vehicles, route logs, evidence of driver's safety record.

Public Relations: copies of press releases and where they were sent, clippings from newsletters, newspapers, program brochures, posters, advertising.

Facility Records: building plans, lease/rent agreements, fire safety inspections, emergency exit plans, floor plans.

Program Policies: copies of all policies (health, discipline, parent involvement, etc.) with dated changes and revisions.

Organizational Records: copies of articles of incorporation, federal tax exemption determination letter, state sales tax exemption notice.

Board of Directors Records: copies of meeting minutes, committee and board lists, nomination committee notes.

Staff Records: initial application from each hired person, written references or signed notes from telephone references, health forms, signed criminal record background statements, education and training records, transcripts, ongoing training records, emergency contact information, copies of staff evaluations.

Inservice Training Records: Copies of inservice topics provided to staff, dates, number of hours, names of those attending, handouts. Keep copies of agendas, programs of trainings staff attend in their individual staff folders.

Individual Children's Records: applications, enrollment forms, health forms, immunization records, observation notes, referrals, parent conference notes, emergency numbers and addresses, permission slips, notes to and from parents.

Attendance Records: copies of each month's attendance summary.

Parent Notes: copies of memos sent to all parents (dated) and newsletters sent.

Daily Schedules: dated copies.

Menus: dated copies.

Lesson Plans: copies of daily or weekly lesson plans.

Emergency Plans: copies of materials which are also posted, emergency phone numbers.

Equipment Records: lists of major equipment items, sources, costs, maintenance manuals.

Program Evaluation Records: accreditation or self-evaluation plans, copies of formal and informal overall program evaluations.

CHECKLISTS

A final step in recordkeeping is to set up checklists for certain kinds of information which require tracking and/or followup on a regular basis (such as enrolling children or doing regular fire drills). The following checklists can be invaluable in recordkeeping:

Enrollees: A form with columns for names, custodian's name, enrollment date, planned attendance, date physical exam was done, date next exam is due, date immunization record received, immunizations needed, developmental screening date (if the program does this), date of initial parent interview, parent conference dates, special needs, comments and withdrawal date. This form can be updated at the beginning of each program or fiscal year, or at some other logical time. The checklist could list children alphabetically or chronologically as they enroll. A quick check down a particular column will yield information about items still needed and the number of children enrolled. (Note: computerized forms may be purchased, but may not contain all the information you want to keep. When moving to computerized files, make sure you retain all the information you need.)

Staff: A check list with name, hiring date, date of health exam, date background statement was signed, evaluation dates, salary updates, earned and used sick leave and vacation leave for each individual.

Attendance: The purpose of this checklist is to assure that daily attendance does not exceed licensing limits and adult/child ratios. Use the checklist to know which children are present and to be accounted for, to provide parents with accurate bills for care provided, to report on attendance patterns, to notice trends and to plan staff schedules as well as children's groupings and activities.

Emergency Practices: Prepare a checklist showing when children and staff have practiced emergency evacuation procedures (as required by licensing rules). It is important to develop and practice emergency fire escape plans and tornado drills. Record the dates of these practices on a checklist (of which you make two copies—one for the file and one to be displayed on the wall).

A hint about checklists: Keep them conveniently together in a three-ring binder. Files can be divided into sections: Organizational, Personnel, Children, and Program Records. Date everything you receive and send for ease in filing.

RESOURCES

Morgan, Gwen, *Managing the Day Care Dollars,* Cambridge, Mass.: Steam Press, 1986.

Fact Sheet #22. Prepared by Lucille Curtis, Western Dairyland Head Start Program, Eau Claire, Wisconsin.

FOR MORE INFORMATION CONTACT:

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#23 PROMOTION OF AN EARLY CHILDHOOD PROGRAM IN THE COMMUNITY

FIRST IMPRESSIONS

People don't often get a second chance to make a "first impression." It's done within the first 60 seconds! That first impression of your early childhood program may be made on the telephone or in person. Let's talk about the phone first. Try to have someone enthusiastic, friendly, and informative answer your telephone. Stress that the individual have a pleasant tone of voice, and have them watch their volume and rate of speaking. If possible, place the phone where there is a minimum of background noise. You can "hear" a smile on the phone, so try to wear a big one. Practice with a mirror if you need to. Be confident, helpful, and try to focus the conversation. Restate appointments, such as, "Mrs. Jones, we'll look forward to seeing you at 9:00 a.m. Thursday." Close with a pleasant "thank you" to the potential day care client for calling.

Next, think about visits to the center made by potential clients. The outside appearance of the facility should be neat and inviting. Even such minor matters as having weeds pulled and the grass mowed make a difference to visitors.

When visitors first arrive, there should be some materials for them to look at if they have to wait at all. A photograph or scrapbook or parent bulletin board kept near the entrance will be invaluable for visitors. Halls and classrooms should have current bulletin boards. The facility should be safe, sanitary, have plenty of well maintained equipment and materials. Unpleasant odors that pervade the facility will give a negative first impression.

Greeting a potential day care parent should begin even before you say "hello." Your appearance will say a great deal. Greet the parent with a handshake and welcome the child by bending down at eye level. On a tour of your facility, give consideration to activities in which enrolled children are engaged. The staff, the visible activities, the happy, involved children are all part of a "public relations" package when you are showing visitors around. Point out signs of quality (for example, certificates of staff training hanging on the wall) which might not be obvious to people not in the day care field.

Advertising is the most familiar method for promoting your early childhood program. (However, don't forget that public relations activities such as those mentioned above—which are free—are often more effective than paid advertising). The following methods are often used to promote early childhood programs:

- **Word of Mouth** ("w.o.m.") is a tried and true method. One satisfied parent telling another about your program is free—and very effective.
- **Telephone yellow pages ads** are quite costly, so be wary of spending more than you need it. The bill for these ads is included in your telephone bill; remember to separate telephone advertising from telephone expenses in your budget.
- **Newspaper classified and display ads** may be quite effective in having the community learn about your program. Neighborhood "shopper" newspapers, which are less costly than daily papers, are truly read by local residents, and provide a good local base for advertising.
- **Television advertising** has been found to be very expensive, and not as effective as one might think. However, whenever possible, take part in television public service announcements (such as having a local station make an announcement sponsored during Week of the Young Child by all the early childhood programs in the community).

PROMOTIONS

Becoming visible in the community through any of the following methods will be advantagous in promoting your early childhood program:

- Have a **brochure** or a flyer about your program included in the distribution materials of the Welcome Wagon or Newcomer's Club.
- Plan **open houses** at the center, during which parents can take away materials such as "Doing Activities With Your Child" produced by your center.
- Be part of a local **"Speaker's Bureau"**—with slides about your early childhood program and materials about the effectiveness of high quality experiences for children.
- Take part in **shopping mall displays** about children's activities.
- Offer discipline or parenting **classes** at your center, for the public.
- Put **posters** or flyers about your program in laundromats, community bulletin boards, or place **announcements of enrollment days** in local church bulletins.

• ***Invite local elected officials*** for lunch at the center (and let them know it is fine for them to make the press or other media aware of this "photo opportunity.")

• **Use your logo** on banners in parades or other display areas.

• Be sure your early childhood program's **outdoor sign** is easily read and as visible as possible (if you lease property, make sure the building owner gives approval of the sign you plan to put up).

A SPECIAL WORD ABOUT NEWSPAPER PUBLICITY

Newspapers are read by all groups, at all reading levels. They are our most common form of communication, next to television. Press releases about activities you plan are free! Developing a relationship with the local press will be important if you expect newspapers to print the releases you send them. Here are some of the activities about which you might send press releases:

• An upcoming Open House (be sure to use the "inverted triangle" method of news reporting: who, what, when, where, and why—a brief, but complete, announcement of what is happening).

• The hiring of a new director, teacher, or other personnel.

• Staff attendance at a national seminar (particularly if they have presented a workshop there).

• Announcement of a new center or expansion of an existing center or a new infant/toddler program.

• Field trip activities.

• Special activities the children have been involved in, such as visiting a nursing home and/or "parents' day."

• Seminars offered by your staff.

• Free vision, speech, or hearing screening offered at your center.

DIRECT MAIL

At times, most non-profit day care centers will be seeking funds from the community. Direct mail is an effective way to raise funds, but IT COSTS MONEY! Don't be lulled into thinking you can just "mail out some letters" and expect contributions to come pouring in. Targeting your direct mail campaign to individuals, businesses, organizations, or associations will be a first start. For instance, make a list of all the service groups in the community (Lions, Rotary, Kiwanis, etc.). Learn how to obtain membership lists from them, and/or target key individuals in those groups that you or your board members know.

However, this fact sheet is not focusing on raising dollars, but promotional methods—making the community aware of your services. Letters to realtors, "Welcome Wagon" groups, and school officials will be welcomed by these groups who are trying to attract newcomers to the community.

Direct mail requires attention to detail: make sure the letter is accurate and is presented well (perhaps a parent can donate some computer time to have a nicely prepared letter made on his or her printer). The history of your program, officers of the board of directors, and a list of fundors is important, if your idea is to obtain contributions. Remember to thank contributors more than once—a "thank you" letter and in person, if possible.

NOVELTIES AND GIVEAWAYS

Some centers purchase promotional items to give away to current and/or prospective day care clients. These might include: bumper stickers, key chains, windshield scrapers, patches for jackets, balloons, children's growth charts, book marks, or health brochures. More costly items include: t-shirts, toothbrushes, tote bags or mugs, with your program's identifying logo. These would probably be for sale as a fundraiser for the center. While both the give aways and the "for sale" items have somewhat the same purpose—that of promoting your center's visibility—consider the image you present in the item selected. For example, giving away items that appear too costly (perhaps the windshield scrapers) might lessen your ability to raise community contributions. Give aways like key chains probably would not raise any such concern. One final word: make sure the "saying" or logo on such materials is spelled correctly. There's nothing worse than ordering 500 balloons that say: "Keds are our investment in the future."

IN-HOUSE ADVERTISING

Within your own early childhood program, there is a unique opportunity to build a sense of belonging and ownership that will carry to the larger community. Here are some tips for increasing "promotion" within your program:

• Be enthusiastic—at staff meetings, on Monday mornings.

• Plan excellent program orientations for new staff—treat new staff people as if they were prospective clients in terms of their need to have an overall understanding of the program. Help them feel comfortable and confident before they begin working directly with children. Follow-up with monthly staff meetings that make staff members feel more and more enthused about working in the program.

• Maintain a relationship with staff that models good communication, sharing of ideas, openness, and ownership. It is important to pay close attention to job satisfaction, wages, and compensation in order to retain the most satisfied child care employees, as well. Try also to plan times to "have fun" together as a staff.

• Plan for meals served to the children that are not only nutritious and meet daily requirements, but that are pleasant and a time of sharing.

• Volunteer recognition should take place in a visible way. This might include making and taking child-prepared snacks to the Fire Department or Police Department volunteers who have shared their expertise with the children.

A LAST WORD ABOUT PROMOTION

Most likely you live in the community in which you work. Your outside activities (club, church, organizations) will naturally become places where you "promote" your program—perhaps unwittingly. How you talk about your job in early childhood to your friends (enthusiastic or negative) will color the community's impression of your program. A note of caution: be careful not to talk too much about your job, at the expense of others in the group who also have something to promote. As "walking advertisements" for your early childhood program, staff and parents will, because of the other circles in which they move in the community, promote your program.

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#24 LEGAL ISSUES IN CHILD CARE

LAWS AFFECTING CHILD CARE PROGRAMS

Civil v. Criminal Law: The "law" can be broken down into two basic categories—criminal and civil. Criminal statutes define the conduct that is impermissible and establish the penalties for such conduct. Generally, the penalty for violations of a criminal statute is a fine or imprisonment for a period of time.

Civil law establishes requirements for various types of personal and commercial activities. The rules of civil law come from several sources, including statutes, administrative regulations and decisions made by courts or "common law." Making contracts, selling property, dealing with accidents, employment relationships, operating certain types of businesses, and many other types of conduct are regulated by rules of civil law.

The basic difference between criminal and civil law is that civil liability does not subject a person to imprisonment; instead, the penalty almost always involves money: the person who violates the law must pay a fine and/or compensate the party who has been affected by the prohibited conduct.

As business persons, child care providers must be aware of and concerned about various types of civil liability which can arise as a result of their operation.

The Enforcement of Civil Law: Civil law is enforced by administrative agencies and by the courts. Agencies of government are often assigned administrative responsibility for development and enforcement of regulations. For example, the Wisconsin Department of Health and Social Services develops and enforces day care regulations.

When an individual chooses to file a lawsuit against someone, the courts enforce the law. An example of this is when there has been an accident and one of the people involved sues the other for the injury or property damage that resulted. Suing someone is simply one way of enforcing the law.

COMMON SOURCES OF LIABILITY FOR CHILD CARE PROGRAMS

Child care center programs in all states are subject to regulations designed to protect the health and safety of the children in their care. Liability can arise from not complying with those regulations. The consequences for violation of such regulations (revocation, limitation on the license to operate the child care program, or fines) are generally explained in the regulations.

The other liability risks are those that result from negligence, or failure to meet the standards of conduct that are required to protect others from unreasonable risk. This kind of liability is determined by courts when civil lawsuits are brought.

Child care programs are also bound by law which governs general business practices, such as employment practices and payment of taxes. In this area, as in health and safety, there are regulations in local, state and federal laws. It is important to be aware of all such regulations with which your particular program must comply. Regulations can be enforced by administrative agencies or in the courts.

There is also the potential for civil lawsuits in this area, which might involve contract disputes or negligence. The "rules" which govern these types of liability are developed by courts on case by case situations brought to the court's attention.

CHILD CARE PROGRAM DUTIES OWED TO CHILDREN AND FAMILIES

Avoidance of Negligence: Negligence, simply put, is the doing of something a reasonable person would not do, or failure to do something a reasonable person would do, which results in injury to someone or damage to property. In order to recover damages on a negligence claim, the plaintiff (person bringing the lawsuit) must show the following:

1. That the defendant (person being sued) had a duty to protect others against unreasonable risks;
2. That the defendant failed to conform to that standard of conduct;
3. That the defendant's failure to conform to that standard of conduct caused the injury or damage; and
4. That there was actual injury or damage to property.

Child care providers can and should take steps to minimize the likelihood of negligent conduct in several areas. Taking these steps does not mean you will never be sued; that risk is always present. However, it is certainly good business practice to manage child care programs in such a way as to minimize the potential risks and provide the most safe environment possible for children.

Follow Recommended Risk Management Practices: Child care providers are encouraged to follow a number of good risk management practices:

1. Maintain adequate insurance coverage. Insurance carriers are paid to cover the costs of the risk of doing business. Child care providers in Wisconsin are required by law to carry general liability insurance and vehicle liability insurance. (See HSS 55.20, subchapter II and HSS 55.30, subchapter III, Wisconsin Administrative Code 1984). Be sure that you understand the types of coverage your program has and the limits of coverage.

Insurance can protect the program, staff, and board members, as well as ensure that the children and parents who use the program can be compensated in case an accident does happen.

2. Carefully supervise the staff and children at all times. Supervision of the children is the primary responsibility of child care programs. It is also critical that program managers carefully supervise and hire staff, since failure to do so can also result in liability. In order to meet this standard of conduct, child care programs must be sure that each staff member is adequately trained and uses the degree of care that a reasonable child care worker would use in supervising children.

3. Be sure equipment is appropriately placed and used and that the environment is carefully organized. This includes not only the selection and installation of safe equipment but also the establishment of procedures and practices which ensure the safe use of the equipment. For example, if your chld care program has large outside climbing equipment, it is imperative to place the equipment in such a way that a child coming down the slide will not land in the path of someone using a swing. It is also wise to establish a regular procedure for checking to be sure the equipment is in proper working order.

4. Communicate regularly with parents. Making sure that parents are aware of what the children do each day not only helps them to be more involved in the program but it also avoids "surprises." Parents who are aware of the kinds of activities that are routinely available to their children and comfortable with the type of supervision provided will be less likely to be distressed about minor injuries that are likely to occur.

5. Develop emergency procedures and pratice them. Injuries and emergencies are bound to happen in child care programs. When they do, child care providers have a duty to respond in an appropriate and reasonable manner and not to worsen the injury. If the program has regular policies and procedures on how emergencies will be handled and all staff and parents are familiar with those policies, the amount of liability can be minimized. Not only are such practices advisable, they are also required by licensing rules.

WHAT ARE THE LEGAL RISKS INVOLVED IN EMPLOYMENT DECISIONS?

Hiring and firing of employees is another area where legal liability can arise. Again, the "law" which relates to this area comes from statutes and regulations as well as from decisions made by courts.

Civil Rights/Human Rights Violations: There are several levels of regulations in this area—federal laws, state laws, and city ordinances. Generally speaking, state and city regulations increase the number of classes of people who are protected. For example, federal law makes it unlawful to discriminate in employment decisions on the basis of race, color, religion, national origin or gender. Some state and local laws add "status with regard to public assistance," "sexual preference," "marital status" and other classifications. It is important to be aware of all applicable laws and comply with them.

Compliance with human rights laws does not mean that you cannot fire an employee who is a member of a protected class. It does mean, however, that an employer cannot base employment decisions solely on membership in a protected class. In order to avoid violations of such laws, employers should establish procedures for hiring, evaluating and terminating employees and follow them carefully. Getting advice from an attorney to develop an effective procedure is recommended.

Contract Issues: This area of common law is going through a period of development. Employers have been encouraged to use a number of management strategies to help them better organize and manage their business operations.

Having personnel policies which outline the expectations of the employee and inform employees about the policies and procedures to be followed by the employer is a good management device. One of the outcomes of this practice has been that employees have, in some cases, been able to convince the courts that those policies constitute a contract of employment. In those cases, employers who did not follow the policies were found to have violated the contract and the employee was entitled to compensation. This kind of ruling is not yet common; however, it would be wise to consult an attorney when developing personnel policies to be sure that that type of problem is avoided.

Negligence in Hiring: The same standard of conduct is expected when making employment decisions as is expected in other aspects of operating a child care program. Directors, managers and supervisors are expected to use the degree of care that a reasonable person would under similar circumstances. When the business is as important as caring for children is, the standard of conduct is high.

When hiring child care workers, it is important to screen carefully so that only persons who have appropriate qualifications and experience are hired. Failure to make reasonable inquiries into the background of prospective employees could result in employer liability if the person is hired and commits an illegal or negligent act that might have been avoided by a more careful investigation.

RESOURCES:

1. Wisconsin Department of Industry, Labor and Human Relations, Equal Rights Division. Information is available on hiring, interview questions, and discrimination categories to protect the equal rights of the employee.
2. Department of Health and Human Services Day Care Regulations HSS 55.20 and HSS 55.30.

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#25 MAKING A PLAN FOR CHILD CARE PROGRAM STABILITY

INTRODUCTION

Recently, I was in a discussion with a group of child care center directors. One was concerned about budget projections, another shared her laments over planning fundraisers every year, and still another shared the frustrations in reviewing and updating her budgets. Yet another director sat, listened, and finally announced: "I don't have all those small problems. I just live from one crisis to another!" Sad, but true. Far too many child care programs limp along, never charting their course, never assessing their needs, and never identifying their potential. However, there is a way to make tangible plans that avoid this "crisis" management.

A LONG-RANGE PLAN FOR CHILD CARE

A long-range plan is the result of an ongoing process that the center uses to guide growth and development. Such planning never stops, and rarely goes without revision. One management consultant reminds child care directors: "As plans are implemented and followed up, aspects of the plans that require replanning may be discovered. Crises or changes in resources may demand flexibility in planning. All good planning recognizes contingencies" (D. Fowler, 1985). A long-range plan assesses existing programs and program components, identifies ways and means to strengthen the program and its parts, and looks for opportunities to enlarge or enhance the organization. The organizational "roots" should be sound, and the plan should include nurturing the center and its mission. The plan should be in writing—and include a time line, as well as a backup plan.

Reviewing Program Components: Consider the existing program. Try to identify your philosophy, mission, fiscal demands, income to meet the demand, and community need for your program. Directors should not try to do this basic review alone: involve support staff, and the board of directors in the process. Consider the following:

a. Licensed capacity: Is there room for growth? Is there a need to expand? Are there children on the waiting list in your center? In other centers?

b. Assess what child care services exist in your community: (Before/after school care, infant/toddler care, part-day preschools, family day care providers, second shift care, etc.). Don't assume you "know them all." Even in the smallest communities, child care is growing at a rapid rate. A local child care resource and referral agency, the county Department of Social Services, or information from the regional Division of Community Services will help you know about all existing child care services.

c. Review the gaps in service in your community. How could the gaps be filled by **your** program?

d. Review your program components: Is there opportunity for growth and development for each child? Are there missing pieces in the curriculum? What measures of quality have you used to assess the program? Are they sufficient?

e. Assemble your promotional material. Does it make a positive statement about your program? Is the logo appropriate? What does your slogan say about you—about other programs? Do you have an effective newsletter? Do you take the means and opportunity to promote your program effectively?

f. Study your business procedures: Are you working "from the heart" only or do you recognize your program as a business? Do you have a system of fiscal accountability? Is your budget proposed as a balanced budget, so that income equals expenses? Do your policies reflect sound business principles which recognize that the program has operational costs regardless of vacations or illness of the children? Are staff subsidizing the parents by working for low ages and without benefits?

g. Focus on your staff: Are they growing professionally? Do you offer a positive working environment? Do staff members look, talk, and act as professionals? What do you offer them to grow individually and professionally?

DEVELOP AN ACTION PLAN

Step One: Prioritize Needs by Category. After taking an indepth look at all of the issues surrounding the component parts of your program, identify the strongest needs in each category. (For example, if enrollment is low on Tuesday and Thursday mornings, there may be problems with staffing and the budget. However, the need for new equipment for the entire program may also be very high.) Use a process of prioritizing among the needs identified.

Step Two: Formulate a Goal. Identify when, what, and how you intend to meet the needs that have been prioritized. (For example, "by September 1, Jackson Child Care Center will offer a Mom's Morning Out Program on Tuesday and Thursday mornings, to help meet licensed capacity and alleviate budget strain.") This is the "dreaming" side of the plan, and may need to be redefined if there are not sufficient resources.

Step Three: Develop a Plan of Action. Brainstorm ideas to solve the problems to meet the needs. Determine which ideas you will implement fully, who will be responsible, who will assist in carrying out the tasks, when will the steps be accomplished, and what it will cost. (For example, we will need to determine how many slots are available for Mom's Morning Out, advertise those spaces through posters, radio announcements, church bulletins, and flyers; we will have to establish a call-in for reservations by Monday morning of each week, train staff to accept drop-in children, develop and distribute materials to these parents about our other programs, and assess the success of this effort by October 31).

Here is a sample format you may wish to use that puts the Plan of Action in writing:

JACKSON CHILD CARE CENTER ACTION PLAN

Date: _____ Persons Completing the Plan? _____

Need:	Action?	By Whom?	Assisted By?	By When?	Cost?	Results?
Mom's Day Out	New flyer announcing	Sally	Jim	July 1	$20	Distribution to all stores

Step Four: Follow Through. Assign tasks, and monitor the progress. Redirect the Action Plan when it seems necessary. Once this action plan is in effect, move to the next issue. A number of action plans can be worked on at the same time when you use this approach. The secret is to continually be charting a long-range course for your program. You should identify the need, develop goals, and design and implement the action plan. When management, the board of directors, staff, and parents are involved in the long-range plan, your program will take on a new vitality.

RESOURCES:

1. Fowler, Dora, unpublished presentation at Wisconsin Child Care Administrator's Conference, 1985.

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#26 BUDGET PREPARATION

CHILD CARE AS A BUSINESS

The advice of many a businessperson to newcomers wanting to start a business is: "Plan your business and work your plan." This trusim is important for child care, which has, in the past, been thought of primarily as a human service. Child care is both a human service and a business—and it is the business side which often lets the human service side down. Child care programs should operate as an effective small business, costs should occur as planned, and the budget—as a statement of value—should be examined for accuracy as to projected income and expenses.

The budget is not an inflexible document, prepared at the beginning of the year and then examined for reality at the end of the fiscal year. Here are some tips to help you "work" your budget:

a) adjust the budget to actual enrollment each month (this will avoid getting too deeply in debt or having too much cash flow that could be spent on needed items).

b) have a monthly statement prepared that lets you know if you are on target (this can be done by a paper calculation, with an in-house financial management computer program, or by arranging to obtain computer financial management services from a business in the community, as in-kind contribution or purchased).

c) take action—don't procrastinate on decisions you must make about the budget.

PARTS OF THE BUDGET: THE INCOME SIDE

While most early childhood programs depend almost entirely on parent fees for income, there are some additional sources of funds that both for-profit and non-profit organizations might well consider:

- special events (pancake breakfasts, runs, concerts, etc.)
- legacies or bequests from families in the community, especially beneficial if set up on a monthly income bearing basis
- investment income (say, from the sale of a building or lot, with the investment income targeted to support the child care program)
- sales (of photographs, t-shirts, etc.)

It is important to understand the "hidden costs" in child care budgets. For example, most programs have a registration fee of some kind. If the fee is $25 (the cost of your time in answering parent questions, showing them the center, enrollment forms, negotiating days and hours of service, etc.) and the fee is refundable if the child attends, then the program is actually losing income. The difference between a $25 and $35 fee can mean a loss of $500 if 50 children are enrolled during the year. Does the registration fee cover each child or each family? Is the registration fee charged every year, or just one time? The potential budget effects are many when considering registration fees, second child discounts, advance notice of withdrawal of children, sick and vacation leave for children, and charges for late pick-up. Consider the "hidden costs" in each of these policies when preparing your budget.

The income summary should include every possible source of income:

Parent fees
Contributions
County Department of Social Services payments
United Way revenue
Other community support
Investment income
Miscellaneous income

The income total is always a projection, and is not known entirely at the beginning of the year. It is your "best guess" as to all sources and their amounts.

THE EXPENSE SIDE: STAFF COSTS

Experts in child care management generally agree that between 70-75% of your expenses will be in staff costs. This is because child care is a "labor intensive" industry, with the number of staff being determined not only by licensing requirements and common sense, but by an individual program's commitment to high quality staff ratios. When budget preparation begins (either for the first time or for the next year), staff costs come first. Without well-trained, well-compensated staff, your program is deficient. Be sure to add into the budgeting not only the actual pe. hour or per year staff salary, but:

- payroll taxes
- vacation replacements
- pay for sick leave replacements
- miscellaneous fringe benefits costs (health, life insurance, etc.)

A reminder about payroll taxes is in order. It is all too easy for small businesses to forget the details of sending in quarterly taxes to the state and federal government. Once missed, late taxes accrue a penalty, and the program may find itself in very deep trouble with the amount needed to pay current and back taxes. Don't forget to file your taxes!

OTHER EXPENSES

Other large items in the budget are as follows:

- food (perhaps 6-8% of the budget, depending on whether you prepare food on-site, purchase it from another organization such as a public school, participate in the Child Care Food Program, or have children bring lunches and snacks)
- rent (perhaps 10-15% of the budget, depending on whether you lease or own the building, have donated occupancy from the building owner, or receive public support for rent)
- liability insurance (ranging from 3-8% of the budget, depending on the size of your program, the insurance carrier you use, the perceived risk on the part of the agent and a number of other factors which have made insurance a considerable cost for child care providers)

Prepare the budget with all **anticipated** expenses in mind. Include the following:

Staff salaries
Employee benefits
Payroll taxes
Substitute pay/vacation and sick leave replacement teachers
Professional fees (auditing/financial management services)
Insurance
Food/kitchen expenses
Supplies
Telephone/advertising
Postage
Occupancy (may include utilities and janitorial services)
Equipment rental/purchase, and maintenance
Printing and publications
Travel for staff
Conference/staff development costs
Membership dues
Scholarship funds
Miscellaneous
Depreciation (on equipment)

If you are doing this for the first time, you may wish to purchase a good guide to budgeting for child care (see Resources at the end of this fact sheet) or involve yourself in a small business course at University Extension or the Vocational-Technical College, in addition to taking the required "Child Care Administrator" course for day care licensing in Wisconsin.

CASH FLOW STATEMENTS

A child care business may be "making a profit" but still experiencing problems in meeting obligations, due to a cash flow shortage. Cash flow statements are necessary for management to continue to manage its most liquid asset: cash. Cash flow statements are also important when applying for a loan from a commercial institution or seeking to establish credit in purchasing a building. Taking a good close look at cash flow is incredibly important for two obvious reasons: employees will not work unless they are paid, and suppliers (those from whom you purchase food, equipment, toys, kitchen supplies, etc.) will not want to wait longer than 30 days for payment.

Development of the cash flow statement is somewhat like the income statement, except that it indicates during which months you anticipate (or have obtained) the cash. For example, most registration fees might be paid in September (thus providing you with ample income to pay summer bills for supplies and the first month of staff salaries). On the other hand, if you depend on grants from governmental units and they are only distributed once a year, it will be important to plan for purchasing grant application items near the time when grant monies are expected to arrive.

FINANCIAL PITFALLS

Child care, as a business, is especially vulnerable to some financial pitfalls. Since the children are present in your program only when their parents bring them, policies that cover parent sick leave or vacations are critical. You cannot operate a successful child care business without adequate policies that cover times when parents are not going to bring their children due to illness or family vacations. Each program manages this differently, and there is no "one right way," but fair payment policies should be well worked out before parents enroll their children.

Other financial pitfalls include: adjustments in fees for absenteeism due to times when the center must close (snow days, for instance), lack of sticking to a firm payment policy (families who suffer financial setbacks often turn to their child care "creditor" as the place that will let them carry a debt for a while and this may place the center in a shaky financial situation), low enrollment times (without adjusting costs), unbudgeted interest on short-term loans, retaining unneeded staff, and a poor collection program (getting parents to pay in advance is a good management tool whenever possible).

A good child care manager is always examining the financial situation at the center for potential danger signals that may undermine the financial health of the organization. Use the monthly financial statements, study them, and make decisions based on the realities before you. Make sure there is regularly a "surplus" or profit, no matter whether your center is organized as a for-profit or a non-profit corporation. The "surplus" in a for-profit organization means you have some income to realize as a result of your efforts. The "surplus" in a non-profit organization means the same thing and is allocated directly to the child care program, perhaps enabling you to make a greater investment in staff salaries, needing equipment, or promotional materials. Budget preparation, watching the cash flow, and looking out for financial pitfalls, are all part of the continued effort to maintain financial good health in child care programs.

—SAMPLE—

GROUP CHILD CARE CENTER SAMPLE BUDGET

I. EXPENSES

A. Personnel

1. Teacher/Director (100%)
   Salary _____% time @ $_____ annual salary $_____
   Fringe _____% $_____
2. Lead Teacher
   Salary _____% time @ $_____ annual salary X _____ number of lead teachers $_____
   Fringe _____% $_____
3. Co-Teacher
   Salary _____% time @ $_____ annual salary X _____ number of co-teachers $_____
   Fringe _____% $_____
4. Teacher Assistant
   Salary _____% time @ $_____ annual salary X _____ number of teacher assistants $_____
   Fringe _____% $_____
5. Substitutes
   Salary $_____/hr. @ _____ hours/year $_____
6. Other: $_____

B. Professional Fees

1. Audit? $_____
2. Training Consultants? $_____
3. Parent Educators? $_____
4. Other? $_____

C. Occupancy Costs

1. Rent $_____
2. Electricity $_____
3. Heat $_____
4. Maintenance $_____

D. Supplies

1. Food
   _____ children X $_____ per day $_____
2. Office and General Supplies
   Paper $_____
   Office machines $_____
   Expendable items $_____
3. Classroom Supplies
   Equipment $_____
   Books $_____
   Expendable materials $_____
4. Telephone $_____
5. Postage $_____

E. Travel and Transportation

1. Field Trips _____ miles @ _____ c/mile $_____
2. Transportation of Children to and from center
   _____ miles @ _____ c/mile $_____
3. Staff Travel to Conferences
   _____ miles @ _____ c/mile $_____
   _____ miles @ _____ c/mile $_____
   _____ meals @ $_____/meal $_____
   _____ lodging @ $_____/night $_____
4. Staff Travel for Supplies _____ miles @ _____ c/mile $_____

F. Insurance

1. Child liability _____ children @ $_____/child $_____
2. Workers Compensation _____ workers @ $_____ /worker $_____
3. Facility _____ rent or mortgage/month $_____
4. Professional liability $_____

G. Other

1. Staff conference fees _____ staff @ $_____ /fee $_____
2. Professional journals and books $_____
3. Other? $_____
4. Other? $_____

SUBTOTAL EXPENSES $_____

II. INCOME

H. Tuition

_____ children X $_____ day X 5 days per week X 52 weeks X _____% capacity = $_____

I. Registration Fees

_____ children X $_____ $_____

J. Government Income

1. USDA Child Care Food Program $_____
2. DHSS Child Care/Crisis/Respite Care $_____
3. DHSS Child Care Tuition Assistance $_____
4. Other: Source _____ $_____
5. Other: Source _____ $_____

K. Other Income

1. Fundraising Events $_____
2. Donations $_____

SUBTOTAL INCOME $_____

EXPENSES: $_____

INCOME: $_____

BALANCE: $_____

To figure your unit cost per hour per child: $_____/hour X 52 weeks (in the year) X 40 hours (in each week) ÷ licensed capacity = Unit Cost

This is the cost to operate your center at full enrollment with customers paying for the child care slot for every hour you are open for business (i.e. vacation, sick leave, etc.).

RESOURCES:

1. Community Coordinated Child Care (4-C) in Dane County, the **Nuts and Bolts Handbook,** Madison, WI: Wisconsin Department of Health and Social Services, 1986. (Available from the Child Care Information Center, 317 Knutson Drive, Madison, WI 53704).

2. Morgan, Gwen, **Managing the Day Care Dollars: A Financial Handbook,** Cambridge, MA: Steam Press, 1982.

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